



Higher Education Authority
An tÚdarás um Ard-Oideachas

A Proposed Reconfiguration of the Irish System of Higher Education

**Report prepared by an
International Expert Panel for the
Higher Education Authority of Ireland**

9 August 2012

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INTRODUCTION

The background to this Report has been a growing concern that while the *laissez-faire* development of the Irish higher education system has achieved successes in some areas – higher participation and research activity - it has also led to mission drift, confusion over the role and mission of institutions, growing institutional homogeneity, unnecessary duplication and fears about the quality and sustainability of the system.

There is a widespread agreement among policy makers and the public that the system should be reformed. The objective for that reform was outlined in the 2011 *National Strategy for Higher Education* (the National Strategy) to create from the existing disparate elements of the higher education system a more co-ordinated and coherent system of interconnecting, complementary higher education institutions, each with a clearly defined mission.

The Higher Education Authority of Ireland (HEA) is approaching the task through a combination of bottom-up and top-down processes. In February 2012 it issued a document, *Towards a Future Higher Education Landscape* (the Landscape Document), and each existing higher education institution was asked to prepare a response that provided its institutional strategic vision indicating where and how it sees itself within the future higher education landscape.

Institutions were advised that the process would lead to an outline structure for the higher education system, including numbers, types and locations of institutions and their agreed missions. The performance of institutions, based on their missions, would be evaluated through strategic dialogue, and funding allocated in accordance with the outline structure.

At the same time, the HEA engaged an International Expert Panel (the Panel) to advise it on the optimal configuration of the Irish higher education system. By taking a more ‘green fields’ approach, the Panel’s report would constitute an additional input to assist the HEA in providing advice to the Minister for Education and Skills on an outline blueprint for the national higher education system. The Panel was asked to advise on the number, types and locations of institutions that will be required over the next 10-20 years.

The HEA proposes to discuss the institutional responses with each institution, and evaluate the alignment of institutional aspirations against a range of criteria, including the optimal model proposed by the Panel.

THE PANEL AND ITS TASK

The Panel consists of:

Professor Frans Van Vught (The Netherlands, Chair)
Professor Vin Massaro (Australia, Secretary)
Ms Eva Egron-Polak (International Association of Universities)
Mr Michael Gallagher (Australia)
Professor Lauritz Holm-Nielsen (Denmark)
Mr John Randall (United Kingdom)

Brief profiles of the members can be found in **Appendix 1**.

The Terms of Reference for the Panel can be found in **Appendix 2**.

The HEA wishes to establish a coherent and sustainable system of complementary, collaborating but diverse institutions to meet the economic and social needs of the country and has given the Panel the task of devising an optimal configuration of institutions, including their number, type and location, to make up the system. The Panel has also been asked to assist in evaluating the alignment of the proposed positioning strategies of higher education institutions with Irish national objectives and capacities. This will occur as part of a separate exercise because the institutional submissions had not been received at the time of writing.

The Panel has been asked to provide its advice having regard to:

- a. information on social and economic needs, nationally and regionally;
- b. demographic trends, labour market needs, and financing capacities;
- c. the current number and size of institutions, the range of missions, and the alliances and relationships that have the potential to strengthen the nation's higher education system; and
- d. the gaps and overlaps in provision, potential efficiency gains and synergies.

The Panel received and considered a portfolio of information and statistics about the Irish Higher Education system and five members of the Panel met in Dublin over three days, 18-20 July 2012. Mr John Randall was not able to attend, but submitted a paper to the Panel.

During the Panel's meeting it received briefings from officers of the HEA and was able to meet and receive briefings from the following individuals:

- From the Department of Education and Skills –
Mr Sean O'Foghlú, Secretary-General; Ms Mary Doyle, Assistant Secretary, Higher Education and Equity of Access; Ms Anne Forde, Principal, Higher Education Policy and Skills; Ms Aoife Conduit, Assistant Principal, Higher Education Policy and Skills.

- From the Economic and Social Research Institute (ESRI) – Dr Seamus McGuinness, Associate Research Professor; Dr Adele Bergin, Research Officer; Ms Eilis Kelly, Research Officer; Mr Kevin Timoney, Research Assistant.

The Panel was also aware that its work was occurring in the context of other reviews that were either in progress or had recently reported. These were:

- Review of Structure of Initial Teacher Education Provision in Ireland – as this report had been completed, its draft recommendations have been taken into account in preparing this report;
- Review of Creative and Performing Arts and Media in the Dublin Region to commence in September 2012;
- HEA Review of the Recurrent Grant Allocation Model to align it with strategic directions, including the introduction of an element of funding based on successful performance against mission, profile and targets; to have a more sustainable approach to expansion of student numbers;
- HEA report on Sustainability – Aligning Participation, Quality and Funding in higher education (examining potential sources of efficiencies and additional funding required to protect quality and respond to projected growth in demand) and to review human resources practices and the academic year;
- HEA Review of the Strategic Innovation Fund - a competitive fund to support innovations predominantly in teaching and learning;
- Development of a single body for Quality Assurance and standards (the Quality and Qualifications Authority of Ireland) covering further and higher education, which will be linked to HEA through a Memorandum of Understanding;
- The development and implementation of regular national student and employer surveys; and
- Review of Apprenticeship Education (to be conducted by the Department of Education and Skills in 2012).

The Panel also noted the recommendation in the National Strategy document that the HEA's governance and decision-making capacity be strengthened so that it can act as the strategic agency responsible for planning, overseeing, and regulating the higher education system.

METHODOLOGY

The Panel developed its views on the optimal configuration of the system by taking account of the government's broad ambition to create an export-driven knowledge economy. The government's aim is to underpin this ambition with a higher education system that is capable of developing both the necessary human capital and the appropriate knowledge and knowhow.

The 2011 National Strategy was a central document in the Panel's considerations, as was the 2012 Landscape Document. The first provided a range of high-level objectives for the system:

- Ireland will have an excellent higher education system that will attract and respond to a wide range of potential students from Ireland and abroad and will be fully accessible throughout their lives and changing circumstances.
- Students will experience an education that is excellent, relevant and responsive to their personal development and growth as fully engaged citizens within society.
- Research activity in Irish higher education will continue to increase. It will be characterised by its international level quality, by a strong and broad base across all disciplines, as well as significant focus in niche areas that are aligned with and are a significant support for Irish national economic social and cultural needs.
- Institutions will be autonomous, collaborative and outward looking, effectively governed and fully accountable for both quality and efficiency outcomes. They will respond flexibly to the changing needs of the economy and of society. Higher education institutions will recruit, develop and retain high-quality staff, fully accountable for their performance to a strong and dynamic leadership.
- Higher education will accommodate a diversity of institutional missions that will be clearly articulated and defined. Together, the institutions will form a coherent and inter-related system and collectively will have the requisite critical mass for optimal quality and efficiency.
- The policy framework for higher education will make national expectations clear. The objectives and operations of the institutions and those of the funding and quality agencies will be mutually aligned, and will be underpinned by a sustainable funding model and clearly defined structures for system governance and accountability.

The Landscape Document expressed the need for a system of coherent, diverse, and well co-ordinated institutions capable of meeting the social and economic needs of the country. It also saw the need for the effective interaction of a variety of policy instruments and institutional types, configurations and missions as a means of achieving this. The structural solutions included:

- a range of institutional types with clearly differentiated missions and strategic orientations, with each institution playing to its strengths and none attempting to provide the full range of entrance and pathway opportunities to learning for all occupational fields;
- complementary educational offerings meeting the needs of individuals, employers and society;
- consolidation of small institutions through mergers;
- the formation of regional clusters of collaborating institutions (for which detailed guidelines have been developed within the 2012 Landscape Document);
- the formation of mission-based clusters in areas of national importance straddling regions (e.g. arts, military, police); and
- the elimination of unnecessary duplication of provision.

The Document also stressed the need for inter-institutional collaborations in programme design and provision, access, student transfer and progression, research, knowledge transfer and shared support services.

Importantly, the Document indicated that an immediate priority is to enhance the quality and cost-effectiveness of provision through shared collaborative provision at undergraduate and postgraduate levels, particularly in high cost programmes such as medicine, engineering and architecture, or programmes with limited student demand.

The briefing from the Department of Education and Skills emphasised that the achievement of the National Strategy objectives for higher education are integral to the enabling structure for Ireland to deliver on broader national objectives - the recovery of employment as part of a strategy for economic recovery based on export-led growth and continued development and innovation in the indigenous enterprise base; the recovery of damaged social and civic trust in public institutions; and building social inclusion, cohesion and shared national confidence in a better future of opportunity for citizens.

The Panel then addressed the underlying features and functions of an optimal system, examining relevant international trends in system development, before examining more closely the ambitions and purposes of the Irish system. It developed a set of design principles to guide it in reaching conclusions about an optimal model for Ireland, both at the system and institutional level (these are described on page 23). In doing so it had regard to the creation of sustainable systems that were likely to reduce duplication and fragmentation while being effective and efficient.

Given the current level of fragmentation, the sub-optimal size of a number of institutions, the aspirations of others and the difficult and uncertain funding environment, with likely further reductions in public funding, the Panel concluded that rationalisation and consolidation strategies were the most likely to meet the multiple national and institutional aspirations, while maintaining quality and competitiveness.

In assessing rationalisation and consolidation strategies the Panel has attempted to keep widely dispersed multi-campus institutions to a minimum to achieve a more effective integration of staff and resources. However, the Panel also wishes to ensure access and to improve the coherence, quality and comprehensiveness of regional offerings to students, industry and communities. As a result it has sought to balance multi-campus structures with the need for campuses to be in as close proximity as is possible.

The Panel's findings might seem to be a departure from the National Strategy because they propose a more radical set of solutions to those envisaged there. They are in fact consistent with the principles espoused in the National Strategy, but they take greater account of the international trends to invest substantially more in creating major research intensive universities and they make strategic use of the binary system to create institutions that are fit for purpose rather than conforming to a rigid formula that is driven by form rather than function. The Panel concluded that this approach would be most likely to protect and improve on the diversity and quality that already exists, while promoting a level of international engagement that is consistent with the country's funding capacities.

The structural reconfiguration of institutions, their missions and inter-relationships represents one of the key enabling means of delivering the challenging but essential high level system objectives for higher education set out in the national strategy.

The structural proposals will lead to a radical reconfiguration of the system to ensure that the resulting institutions are of sufficient size and strength to enable them to offer a broad range of courses, including the provision of short and full cycle programmes at Levels 6 and 7, while having the capacity to conduct pure and applied research at a sustainable and effective level.

The success of the Panel's proposals will rest on a system of sophisticated mission-based funding compacts negotiated between institutions and the HEA, as reflected in the consultation document on funding reform. It will also rest on the design and introduction of a realistic and sustainable funding base for a higher education system that balances increased investment with increased efficiency and effectiveness, including any necessary reform of work practices or employment contracts; and it will depend on the reform of governance at the level of the system and the institutions.

The Panel has been asked to advise on the optimal configuration of the system, and this is the context in which its proposals should be viewed. The Panel is very conscious of the complexities of achieving successful mergers and the crucial part that institutional commitment plays in this. Nevertheless, being conscious of the realities facing the Irish higher education system, it believes that the consolidation of institutions will be the most effective means of achieving a rational and effective system. These realities should also act as drivers to prompt institutional commitment.

OPTIMAL CONFIGURATION OF THE SYSTEM

CONFIGURATION PARAMETERS

A balanced and complementary structure of a nation's higher education system should function to:

- provide high quality teaching, research and community engagement;
- provide reasonably equitable access across geographic regions and socio-economic groups;
- create institutions with the critical mass to support teaching and research;
- balance graduate supply with labour market needs;
- absorb enrolment growth cost-effectively;
- create a range of institutions with diverse but complementary missions;
- reduce inefficient duplication of offerings;
- raise the international visibility of the nation's strengths.

It should also adhere to the following general principles:

1. *Comprehensiveness* – the overall configuration of supply caters for diverse needs across a full spectrum of services;
2. *Coherence* – the regulatory frameworks and financing incentives set by government acts in concert, the strategies of different institutions are complementary and, taken together, are consistent with national policy goals;
3. *Quality* – provision is fit for purpose and providers excel in diverse ways in meeting needs and challenges;
4. *Opportunity* – participation in higher education is accessible and suitable to the varying needs and circumstances of learners and employers of graduates;
5. *Cost-effectiveness* – intended outcomes are achieved through efficient organisation and operation of activities;
6. *Responsiveness* – provision is attuned to change in environmental conditions and can adjust quickly to meet diverse user needs.

The Panel's aim has been to propose the creation of a system of higher education institutions with diverse missions which form a coherent and comprehensive group of providers. Depending on its type and mission each institution in the system might have three broad functions:

- Teaching and Learning;
- Research and Research Training; and
- Engagement and Knowledge Exchange.

To create diversity in the system, there needs to be a transparent process to devise differentiated missions for each institution that define the extent to which the relevant institutions will be required to cover each of these broad functions. For example:

- In Teaching and Learning, institutions will at least be differentiated by -
 - Programme level – this will define whether the institution offers qualifications across the National Framework of Qualifications (NFQ) or whether it is concentrated in certain levels;
 - Student mix – both in terms of undergraduate and postgraduate, full-time and part-time and the socio-economic mix that it has or seeks to promote;
 - Mode of delivery – the extent to which the institution operates as a campus based or distance provider;
 - Fields of study – whether the institution offers a comprehensive range of fields of study or specialises in a few.
- Research and Research Training institutions would at least be differentiated by -
 - Strategic aim – the balance in emphasis between teaching and research and differentiation in the extent and orientation of research;
 - Focus – the balance between blue sky and applied research;
 - Fields – the balance between broad ranging or highly specialised fields of endeavour.

- In Engagement and Knowledge Exchange they could be measured by the level of activity in areas such as -
 - Commercialisation – including the number and range of spin-offs or commercial activity or the capacity and success of patents;
 - Social and/or cultural engagement – measured by the degree to which the institution is engaged by its community either through the provision of services to it or the degree of collaboration that it promotes between the community and the institution.

Institutions should have the autonomy to determine their missions in the context of national needs and their capacity to deliver. However, the system will work best if the different functions and the different choices made by institutions have parity of esteem.

The HEA, in its consultation document on the reform of its funding allocation model, has signalled its intention to introduce mission-based performance funding contracts. The contracts with institutions should therefore seek to achieve a differentiated set of performance measures for the activity profiles and the performance profiles, using indicators that enable comparisons to be made between institutions as well as assessing fitness for purpose.

INTERNATIONAL TRENDS

Higher education has moved from a national context to a globalised one in which the delivery of education, the creation and diffusion of knowledge and the recruitment of staff and students is occurring in a global environment. There is also an increasing emphasis on providing graduates with the skills and resources to operate internationally. Solutions to complex problems are no longer sought within a single national context because the teams working on them can now be formed through recruitment from whichever countries have the best people for the task and they can be located in whichever country has the capacity to sustain the research effort. The rapid development of communications technologies creates the ability to have globally dispersed teams working on the same project. This trend is accelerating as the movement of people and knowledge becomes easier. While universities have seen themselves and acted throughout their histories as international entities, it has now become the new imperative for their survival.

Successful industrialised countries have recognised that their economic and social developments are dependent on the knowledge economy and their capacity to drive innovation through high quality human capital and knowledge creation. This has brought higher education institutions into a central position as their role in generating the ideas and graduates necessary to drive national economies is recognised and promoted. Higher education institutions are being seen more as high return investments as opposed to the traditional view that they were simply another expenditure item.

The outputs of higher education - human capital and knowledge and knowhow production - will be most effective if research has an embedded translational capacity. The development of stronger ties between innovation policies and higher education research leads to greater international collaboration and competition as well as the

need for each country to determine how it will support its own innovation agenda in ways that will avoid duplication while allowing it to be competitive. As indicated in the National Strategy, this requires prioritisation based on a realistic assessment of a country's starting point and of its capacity to compete in areas of research, followed by strategies to achieve a focused research programme with international impact.

While higher education forms a crucial part of national development strategies, there is also a growing realisation that because knowledge creation and translation is moving rapidly, higher education must have the flexibility and agility to respond to changing conditions. This has led to giving higher education institutions greater autonomy while requiring appropriate levels of accountability to ensure that public investment is being used to best effect.

With the expansion of higher education globally, nations have also found it more difficult to fund their institutions and research adequately from public funds. This has led to the introduction of user pays models to supplement public funds. In most instances it has been accompanied by safeguards that enable students to gain access to higher education on academic merit rather than capacity to pay. The introduction of income contingent loans has been one example of how this has been achieved.

The explosion in access to communications technologies has led to the free and instant exchange of ideas with knowledge being available from multiple sources, including access to real time or asynchronous access to lectures and seminars in a range of internationally renowned universities. This has led in turn to a reassessment of the forms of educational delivery and the development of innovations in programme delivery. Where once an institution might have offered a combination of campus-based and online learning, the development of massive open online course delivery has the capacity to revolutionise the learning experience through the free availability of complementary or replacement courses leading to students seeking recognition of prior learning credits towards courses in their physical institutions.

Over the past twenty-five years, higher education system structures in several countries have tended to blur binary divides that had become over-simplified or simplistic. In some cases they have been abolished altogether, to be replaced by more sophisticated and integrated systems that are a better fit for purpose. In others the binary divide has been reinforced, but often with far stronger delineation than has been applied to the Irish system. What is common among the systems is a search for more mission clarity and diversity. The Panel believes that mission diversity can be achieved and mission drift stemmed more effectively through the funding mechanism and the requirement for an institution to demonstrate that it can deliver the outputs from teaching, research engagement and other activity that it has contracted to deliver. Creating a strong policy and funding agency that can negotiate a range of appropriate and complementary contracts across a range of institutions is more likely to achieve a diverse set of national objectives and student choice and mobility than seeking to create artificial barriers between institutional types. Institutions can then be judged by their outcomes rather than their aspirations.

The major challenges arising from a scan of the international environment and the new imperative for higher education institutions to operate in that environment arise from the country's capacity to invest in its higher education system at levels that will

compete with the major economies. The French, German, United States, Indian and Chinese governments have invested significant levels of additional funding to drive both research and the development of higher education institutions, either as drivers of their economic recovery or to enter the global competition for quality higher education and research. In one part of the German research excellence framework alone, the 37 clusters selected in the two funding rounds are receiving an average of €32 m each. In France, the introduction of PRES (Pôles de recherche et d'enseignement supérieur) bring together institutions of different profiles to exploit complementary expertise, invest in common research structures (e.g. Doctoral schools and research facilities), create critical mass and increase international visibility. The government has already invested € 5 billion in the PRES initiative and it allocated another €7.7 billion to the program in 2010 ready for implementation in 2012.

Ireland's ambitions to be a player on the world stage in research and the recruitment of international students therefore need to be tempered by these realities. While the country wishes to use higher education as one of the drivers of and to underpin economic development, the policy framework that the Panel was required to work within foresaw no additional funding and indeed a continuation of efficiency savings of some 3% per annum.

Ireland's capacity for doing more than educating a workforce for its own economy and society is inevitably limited by its capacity to invest. While this could be achieved through adjustments to the funding model and different types of institutional alliances it would not be sufficient to achieve the necessary step change required to improve the system and render that improvement sustainable. To respond to the expanding demand for high quality education requires serious and decisive reform brought about by a more radical re-configuration of the system while realising the available opportunities for improved quality and efficiency afforded by the changes.

QUALITIES OF A HIGHER EDUCATION SYSTEM

An effective system of higher education should consist of a diverse and differentiated group of institutions without being bound by the constraints of system nomenclature. This involves giving institutions the autonomy to determine their missions, while being bound by and accountable through a series of negotiated contracts with the funding agency. Such contracts should be outcomes driven and transparent.

The complexity of the problems that higher education is required to address is increasing, with many of the major questions now requiring interdisciplinary approaches. Institutions must therefore be sufficiently comprehensive in their major areas of research to create national and international interdisciplinary teams.

Institutions are also being asked to respond to several missions, yet need to avoid mission overload. In almost every country these levels of complexity that would normally require additional funding coincide with fiscal constraints. This in turn leads to a need to diversify revenue sources while ensuring that they are sustainable in the long term to support strategic planning. In some countries institutions have become dependent on international student income to an extent that its reduction could lead to institutional failure. In others government income is supplemented by student contributions, through different types of student loans, including income

contingent loans, and these private contributions are increasing progressively. While philanthropy has been explored as another solution its capacity to create significant levels of discretionary funding has not been high except for some US institutions, although even in that country a significant amount of such funding tends to be tied to specific projects or objectives.

In these circumstances it is important that any system encourages both competition and collaboration between institutions to make the best use of scarce resources and to improve prospects for achieving outcomes that are beneficial for each of the collaborating partners. It also becomes more important to have larger institutions so that the broader missions can be more easily accommodated while maintaining quality.

DRIVERS

The Panel heard from the Department of Education and Skills representatives that Ireland sees itself as a small but open economy that must rely on exports for its economic sustainability and development. This will require both the development of its local agricultural and niche industries to a point where they can support exports and creating an environment which encourages foreign investments. The country therefore needs a higher education system of high quality that will underpin the government's priorities for economic development while being sustainable and affordable. The new system will need to be focused on producing graduates who will generate the quality and range of human capital that will attract foreign direct investment as well as underpinning the employment growth that Ireland needs for its economic sustainability. The graduates of the new system will therefore need to be well equipped to compete successfully for high quality employment opportunities both at home and internationally.

To this end there is a significant preparedness for change that will strengthen the higher education system to enable it to respond to regional, local and global needs. This will open the country to international trade in services as well as encouraging external development investment. To achieve these aims, Ireland needs a higher education system that is focused on knowledge creation and translational research that will lead to innovation. The development of the human capital that will both generate and support these strategies will lead to greater employment and increased social cohesion.

The system will also need to be able to meet a steady projected increase in new entrants to the system between now and 2030. Tables 1 and 2 presented by the ESRI indicate the scale of the growth.

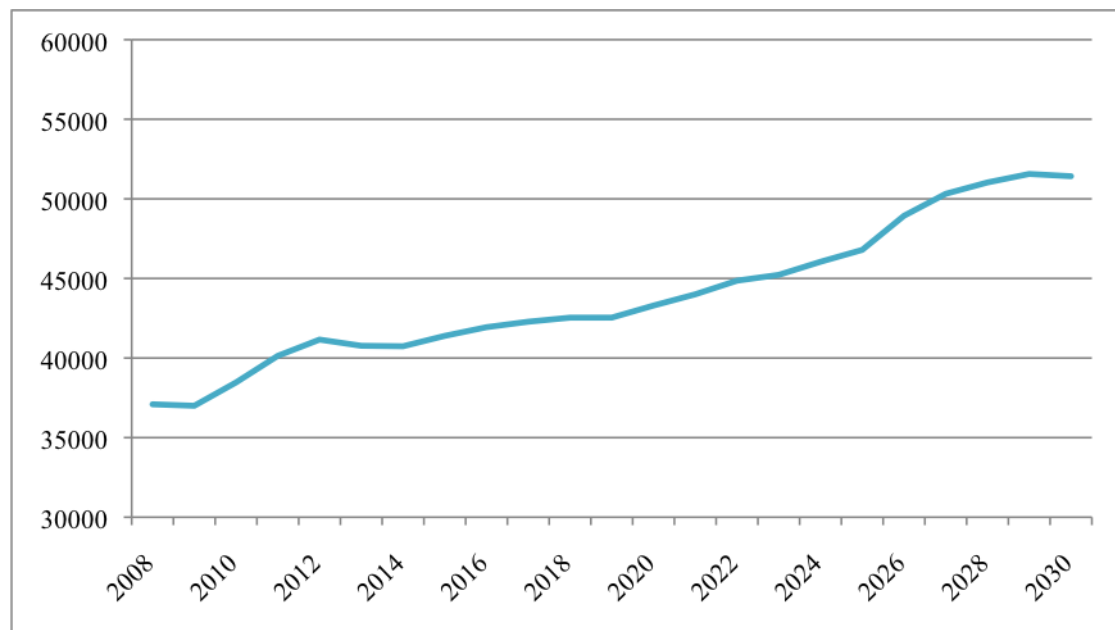
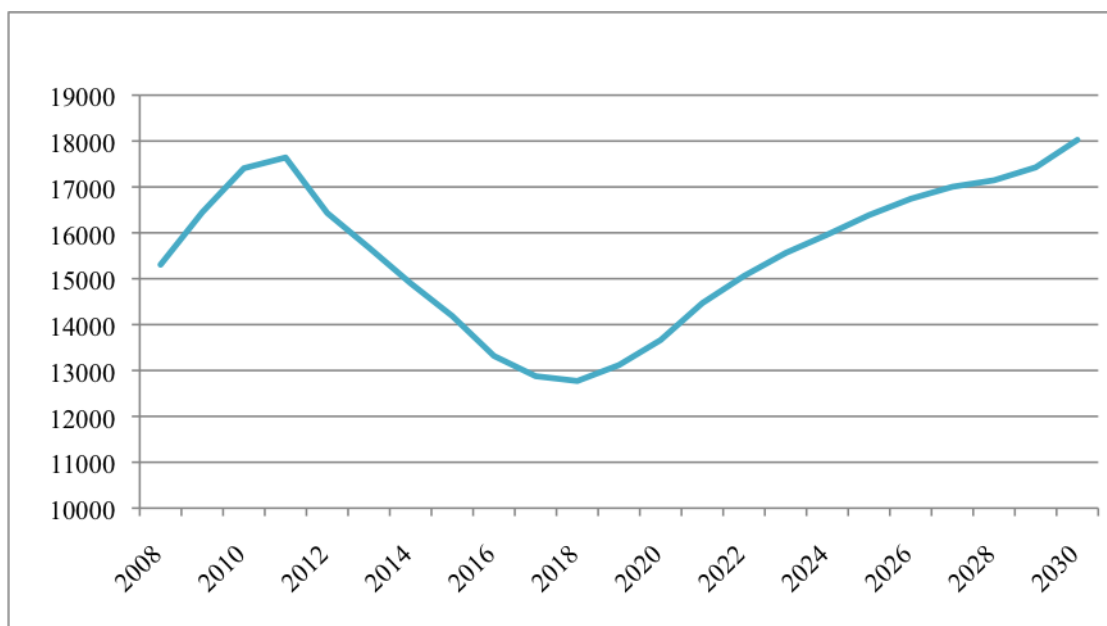
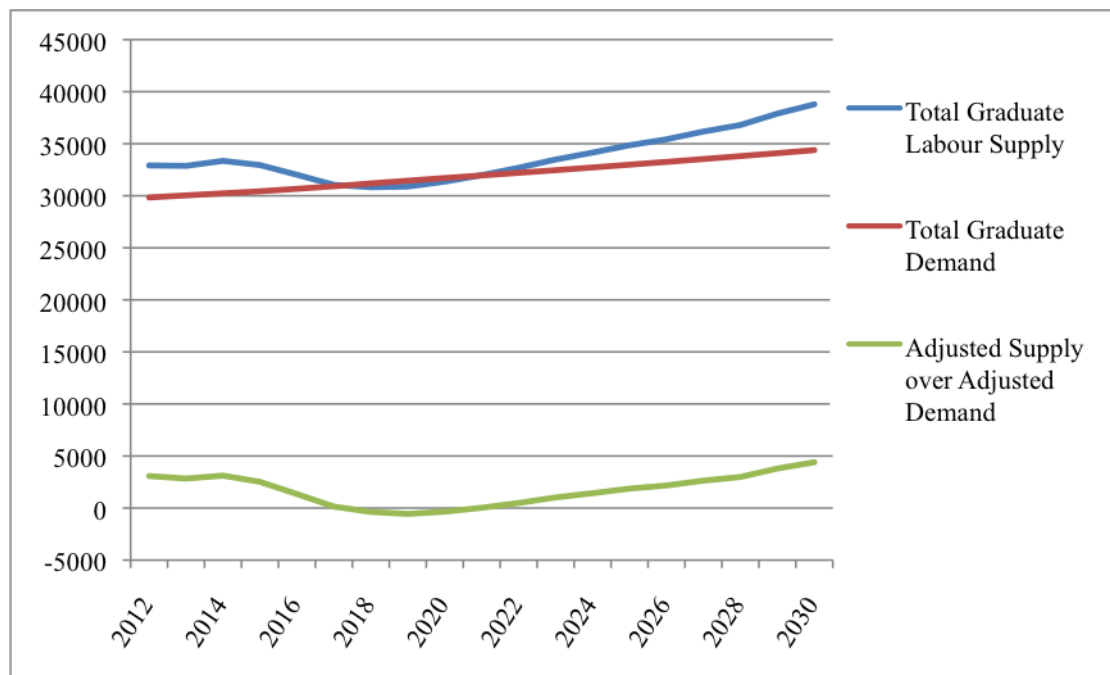
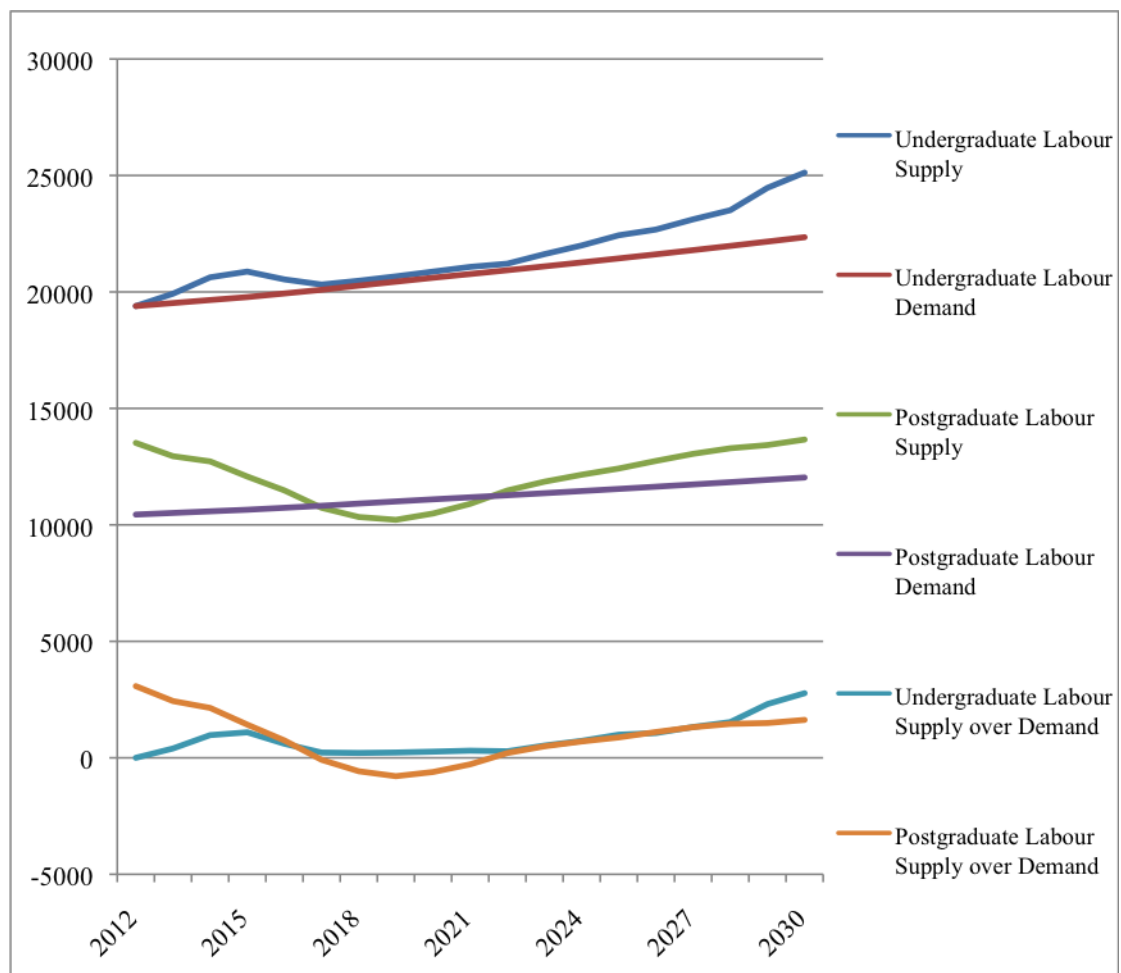
Table 1: Undergraduate New Entrants, 2008-2030

Table 2 predicts that Ireland is facing a decline in its postgraduate enrolments from a peak in 2012 which will not be reached again until 2029. Given Ireland's ambition to create a knowledge economy, urgent action will be required to promote postgraduate participation and to ensure that the national targets for research and innovation can be realised.

Table 2: Postgraduate New Entrants, 2008-2030

The ESRI also presented projections on new graduate labour supply and an analysis of graduate labour supply and demand over the 2012 to 2030 period and these are shown in Tables 3 and 4.

Table 3: Total New Graduate Labour Supply, 2012-2030**Table 4: Graduate Labour Supply and Demand, 2012-2030**

While these Tables suggest that Ireland will have a slight surplus of graduates over the period of the projections, they rely on assumptions that the current rate of participation can be maintained as well as catering for an anticipated growth in the number of students wishing to enter higher education, while relying on state funding to support the growth. However, the projections do not address the question of sectoral balance over the industries that are likely to be created over the period. The higher education system will therefore need to be sufficiently flexible to ensure that graduate outputs are able to meet industry demands and it will probably need to increase at a faster rate than projected to ensure that it can meet the country's needs after taking account of loss through emigration in fields where graduates will be in global demand. These factors underscore the size of the challenge facing the system in responding to the human capital needs and aspirations of the country.

REGIONAL PROVISION

An over-riding condition determining the shape of the Irish higher education system is that it promote regional provision and regional development. Ireland has quite comparable participation rates across the country and the majority of its students prefer to study locally. This implies that the maintenance of regional provision can be used to foster the local employment of graduates to support regional economic development. At the same time, it will be difficult to justify a system that continues to allow an unnecessary and wasteful duplication of regional offerings or a range of fragmented options in each region. So the system will need to take advantage of regional centres of specialisation while also facilitating student movement to enable them to continue their studies in centres of specialisation that are located outside their regions. Regional provision should be extensive while not necessarily being fully comprehensive; and strategic decisions should be made to exploit local expertise in developing new centres of specialisation and building networks among them.

AMBITION

The Panel was asked to propose a system of higher education that would be responsive to and deliver on the needs of society. It should consist of a coherent set of complementary, collaborating, but diverse institutions. As a system it should also deliver quality outcomes, be flexible in its ability to reflect changing economic and educational circumstances, efficient, and sustainable.

In seeking to devise a system that would achieve these expectations the Panel was conscious of the need for the country to be realistic in its ambitions. Ireland should be open to trade and investment, integrated into the global economy and attractive in its areas of strength, while sustaining Irish cultural identity with a cohesive social structure and a productive and engaged workforce. However the size of the country and its economy suggest that it cannot achieve excellence across a broad canvas - it will need to be strategic in its choices and play to its strengths.

Any change must also be accomplished in a context of diminishing resources.

PROPOSED HIGHER EDUCATION SYSTEM

INTRODUCTION

The Panel developed a set of design principles that would inform structural choices:

1. Creating institutional diversity – ensuring that Ireland has a set of institutions with diverse missions within a coherent system of higher education;
2. Comprehensiveness – ensuring that each institution will be able to offer a comprehensive range of courses without unnecessarily duplicating capacity;
3. Critical mass – ensuring that each institution will be of a sufficient size to sustain a comprehensive range of offerings and research programmes, with the flexibility and responsiveness to adapt to changing regional, national and international needs;
4. Expanding capacity – ensuring that institutions will be able to offer more places to meet expanding demand but within constrained budgets;
5. Rationalisation – providing the opportunity to rationalise the number of courses offered through the elimination of duplication, while being able to maintain a comprehensive range of offerings;
6. Proximity – ensuring that institutional mergers will involve institutions that can either share facilities or have campuses at easily accessible distances to promote cohesion and staff collaboration, and to reduce the inefficiencies of inter-campus travel;
7. Complementarity and similarity – ensuring that institutions will have complementary offerings to support accessibility and capacity;
8. Creating flexibility – ensuring that institutions will be sufficiently large to provide flexibility in how they react to changing circumstances and be sufficiently broad in their missions to offer courses across the NFQ 6-10, with appropriate pathways to cater for changing student needs and ambitions;
9. Promoting international engagement and visibility – ensuring that institutions will be sufficiently large to be serious players in the global higher education community.

NATURE OF CHANGES REQUIRED

The Panel believes that the optimal higher education system for Ireland should consist of a small number of large, fit for purpose autonomous institutions with the critical mass necessary to determine achievable and flexible missions. The larger institutions that will result from the merger proposals described below will lead to a significant rationalisation of the sector and allow for a similarly significant rationalisation of offerings and missions. At the same time the new institutions will have the strength and financial resources to expand capacity, address problems of low demand and duplication, and foster innovation. Excellence will be stimulated by focusing on strengths relative to local and international needs. The proposed changes will also ensure that centres of excellence are spread more widely across the country, reflecting regional needs and expertise.

The Landscape Document and the National Strategy proposed that there be a group of larger, autonomous institutions, but suggested that the necessary changes could be effected by voluntary alliances. The Panel considered this approach, but in the light

of international experiences it concluded that such alliances are not likely to achieve the depth and extent of change necessary to create the desired system-level outcomes. There would also be the risk that even those alliances that might lead to ultimate merger would take an inordinate amount of time and might not achieve the degree of rationalisation and integration required. They would also be likely to disrupt the orderly planning required to achieve the changes proposed in this Report.

The Panel is therefore proposing a range of major structural changes involving the full merger of designated institutions. The clarity of mission and accountability for delivering the desired results were strong factors in favour of mergers. Once the mergers are approved by government it will be easier to ensure that the process for bringing them about can be left in the hands of those who will need to ensure their success and involve affected staff as full players in the reorganisation.

The changes proposed make strategic use of the binary system but reach beyond it to create institutions that are fit for purpose rather than conforming to a rigid formula that is driven by form rather than function. As a result the Panel proposes a number of mergers and these are almost all cross-sectoral.

The Panel has noted that a condition of the restructuring proposals being sought from institutions is that they must be achieved within the declining higher education funding envelope. In this same spirit, however, the Panel proposes that to ensure that institutions can benefit from and take full advantage of their autonomy and good management, any savings resulting from rationalisations be retained by the institution concerned so that they can be applied strategically to achieve its mission. To ensure that the reforms proposed in this Report are both successful and make best use of the flexibility that will be available to institutions, there should be no restrictions placed on institutions which make strategic decisions to replace staff who have been lost through attrition or rationalisation. This will ensure that institutions are able to refresh their staff complement so that they can better perform in the new environment. Losing more staff in a system in which staff to student ratios have been falling, with the accompanying risk to the quality of graduates, will inevitably place the reputation and capacity of the system at risk.

Each of the proposed mergers conforms to the design principles for the system listed on page 23 above. They are proposed on the basis of the complementarity and proximity of institutions. In those cases where the Panel has proposed university and institute of technology mergers, the resulting institution will have a broad mission that spans the former separate missions and will be responsible to the HEA through its contracts for the achievement of the broader mission. It is crucial that the expanded mission does not lead to mission drift because it will be important for access and participation that such institutions create the flexibility for students to progress seamlessly between the different qualifications levels on the basis of their capacities and changing interests rather than being constrained by artificial sectoral barriers. This level of horizontal diversity will lead to mission diversification based on valuing each element of the mission equally.

Although the Panel was not asked to prioritise the identification of any single institution to be ranked internationally, it did spend some time considering the extent to which Ireland could support globally competitive research institutions. It

concluded that while all the proposed merged institutions would be better placed to excel in research and be internationally competitive, it was unlikely that Ireland had the capacity to support more than one major research-focused institution. The panel therefore concluded that a merger of Trinity College Dublin and University College Dublin provided the best potential to achieve this.

Based on the above analysis of the ambitions and expectations of the country for a high quality but cost-effective higher education system, the Panel recommends that Irish Higher Education be restructured to form a smaller group of larger and internally more diverse institutions. The particular make-up of institutions has been chosen to create a complementary set of institutions, located in various regions of the country, with the strengths and flexibility to meet the nation's emerging economic development needs.

While the Panel was not asked to comment on the country's research institutions, it noted that there were several working in areas of blue sky and applied research that would strengthen capacity if they were linked with universities with similar research expertise. The Panel suggests that this issue be explored in greater detail with a view to incorporating research institutes into universities.

TRINITY COLLEGE DUBLIN, UNIVERSITY COLLEGE DUBLIN AND MARINO INSTITUTE OF EDUCATION

As discussed above, the Panel believes that Ireland does not have the capacity to sustain more than one major research-focused university of international standing. While it appreciates the significant cultural and historical implications of this proposal, and does not make it lightly, the Panel has concluded that this goal can only be achieved through the creation of a new university by the merger of Trinity College Dublin and University College Dublin, incorporating the Marino Institute of Education. Bringing such strong institutions together will lead to the creation of a major global player. Their ability to use the resulting savings from rationalisations to strengthen existing areas of excellence and release resources to invest in supporting new ones will further enhance the new institution's capacity and status.

Based on the 2010-2011 data the resulting institution would have an enrolment of over 40,000 students and a budget of some €639 million, including research grants and contracts valued at €167 million. Table 5 below provides data on a set of indicators for international universities of the same size as the proposed new university.

Table 5: Comparative Statistics for Selected International Universities

University	Students	International Students	Income (€ million)	Research Income (€ million)
TCD/UCD	40,000	4,770	639	167
Toronto	55,000	7,000	1,200	670
McGill	38,000	7,700	872	382
Melbourne	45,000	12,000	1,270	289
New South Wales	46,000	11,500	1,003	340
Copenhagen	45,000	6,000	1,049	681
Aarhus	43,000	4,500	809	521
Utrecht	30,500	1,600	750	350
Amsterdam	32,200	2,300	600	300
Uppsala	39,500	3,500	632	417
Leiden	19,500	1,200	500	250
Michigan	39,300	5,490	2,580	715
Edinburgh	29,000	9,600	829	230
Oxford	21,000	8,100	1,172	480
Warwick	23,420	6,411	535	154

Source: University Websites; using exchange rates to € as at 9 August 2012.

The Panel is strongly of the view that anything less than a full merger will likely lead to protracted and unproductive discussions that cannot create the depth and strength of a single institution, and a major opportunity will have been lost to the country and the wider university community. At the same time, the Panel is acutely aware that no merger, no matter how sound in principle, will be successful unless it is accepted by the merging partners as a means of creating a stronger and better institution.

COMPREHENSIVE REGIONAL UNIVERSITIES

The rationale for the creation of comprehensive regional universities in the landscape of Irish higher education is that they will offer a higher quality and better-integrated set of services to students, businesses and communities in their regions. Each of the proposed comprehensive universities will have substantial research capability and a national and international reach in fulfilment of their regional role. Each would be well positioned to play a key leadership role in the economic, social and cultural vibrancy of the region of which it is a part to underpin the economic development of the region. The scope to develop areas of research and teaching excellence in fields that are directly related to the region's sustainability will further enhance the integration of the universities into their local communities.

The creation of four new comprehensive regional universities with broad missions is intended to provide for the educational and research needs of the North-East, South, South-West and West, each offering courses at levels 6-10 of the NFQ, with pathways that ensure student access and mobility. The new institutions will be expected to offer academic, technical and professional courses. Combining universities and institutes of technology will provide the opportunity to rationalise offerings while strengthening each of the faculties. More importantly, it will create opportunities to develop novel approaches to the provision of tertiary education that will be different from both the

traditional university and the university of technology models, while the strength of the universities will enable them develop a national and international reach.

The four new universities will consist of:

- ***Dublin City University, NUI Maynooth, St Patrick's College, Drumcondra and Froebel College, and Dundalk Institute of Technology***

A university with an enrolment of 27,000 students and a budget of €313 million, including research grants and contracts valued at €77 million.

- ***University College Cork and Cork Institute of Technology***

A university with an enrolment of 27,000 students and a budget of €386 million, including research grants and contracts valued at €84 million.

- ***University of Limerick, Limerick Institute of Technology, Mary Immaculate College and Tralee Institute of Technology***

A university with an enrolment of 23,000 students and a budget of €286 million, including research grants and contracts valued at €50 million.

- ***NUI Galway, Galway Mayo Institute of Technology and St Angela's College of Education, Sligo***

A university with an enrolment of 29,000 students and a budget of €352 million, including research grants and contracts valued at €59 million.

NATIONAL UNIVERSITY OF TECHNOLOGY

A technological university has been defined in the criteria for achieving Technological University status as having a “systematic focus on the preparation of graduates for complex professional roles in a changing technological world. It will advance knowledge through research and scholarship and disseminate this knowledge to meet the needs of society and enterprise. It will have particular regard to the needs of the region in which the university is located”.

The Panel's conclusion that the Irish system should be structured around fitness for purpose and the creation of strong autonomous institutions, led to a reconsideration of the nature and structure of the University of Technology model proposed in the National Strategy document.

The Panel recognises the importance and value of an institution with a new type of mission in the Irish system. The success of such an institution would be better guaranteed by the establishment of a single national entity. Having a single national institution with responsibility for maintaining regional provision would also create opportunities for pathway access to a larger range of courses for students who are prepared to move to larger institutions to complete their studies. It would also

provide the basis for the alignment and development of broad-based and focussed research and innovation offerings.

However, it is concerned about the size and geographical spread of the several institutes and wishes to develop a model that will bring them into an overall system with the capacity to safeguard standards and quality while providing for the educational and training needs of the regions.

It is therefore proposed to create a National University of Technology consisting of two types of institutions: University for those that meet the University of Technology criteria, with the capacity to undertake applied research and the authority to award degrees at all levels, including professional doctorates; and Institute for the remaining institutions, which should not be authorised offer awards beyond NFQ 9. The Panel believes that the creation of a National University of Technology structure will reduce the likelihood of mission drift, while providing an opportunity for consolidation as well as a national governance framework that can accommodate new types of non-university institutions – for example, it may provide a suitable alternative in the context of the imminent review of the Creative and Performing Arts and Media in the Dublin Region.

The creation of a National University of Technology will require a governing body and a management structure vested with the responsibility to ensure coherence with mission and to support the achievement of the criteria for technological university status set out by the HEA. The governing body would also oversee quality outcomes and achieve a rational balance of provision among the constituent institutions, including the promotion of distance learning to expand participation and new pathways. The constitution of this body should reflect the governance reforms envisaged in the National Strategy for Higher Education.

Based on 2010-11 data the National University of Technology would have an enrolment of over 52,000 students, a budget of €555 million, and research grant and contracts income totalling €51 million.

It is proposed that the merger discussions between Dublin Institute of Technology, the Institute of Technology Tallaght and the Institute of Technology Blanchardstown be brought to a successful conclusion and that the new entity be invited to apply immediately for university status upon the creation of the National University of Technology. The resultant National University of Technology - Dublin would have an enrolment of some 23,000 students, a budget of €251 million, including research grant and contracts income totalling €20 million.

In light of the government's commitment to consider providing an enhanced higher education presence in the South-East, it is proposed that the merger discussions between Waterford and Carlow Institutes of Technology be brought to a successful conclusion to create the National University of Technology – Waterford Carlow. The new entity would have an enrolment of some 13,000 students and a budget of €122 million, including research grant and contracts income totalling €19 million and should be invited to develop a case for university status within the National University of Technology.

It is also proposed that Sligo Institute of Technology, in its new designation as the National University of Technology – Sligo Institute, be designated as the centre of excellence for open learning within the National University of Technology system, with responsibility for the development of distance learning approaches and technology that can be used by the system as a whole.

The National University of Technology would therefore comprise:

- ***National University of Technology – Dublin***

A merger of Dublin Institute of Technology, the Institute of Technology Tallaght and the Institute of Technology Blanchardstown which should be invited to apply for university status.

- ***National University of Technology – Waterford Carlow***

A merger of Waterford Institute of Technology and Carlow Institute of Technology, which should be invited to prepare an application for university status.

- ***National University of Technology – Athlone Institute***

- ***National University of Technology – Letterkenny Institute***

- ***National University of Technology –Sligo Institute***

Table 6 shows the relative size of the proposed new institutions; Table 7 shows the relative amount of research income of the proposed new institutions based on 2010-11 data; and Figure 1 shows the same information as a share of research income for the new institutions. Table 8 contains a summary of the information contained in these Tables and Figures.

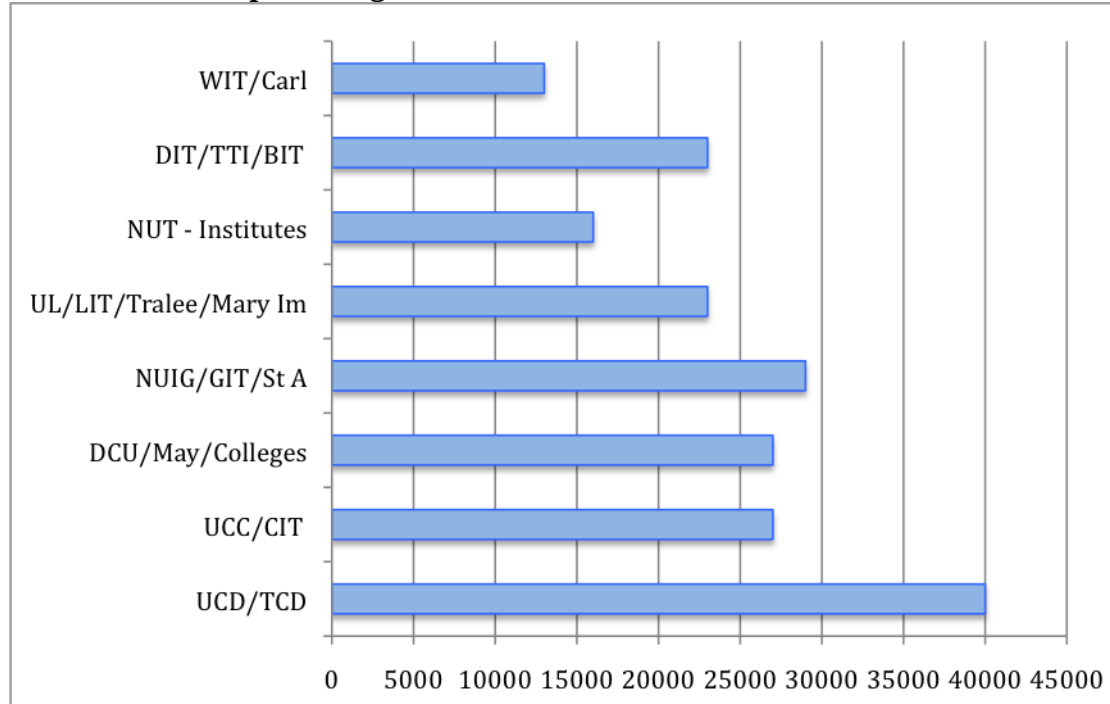
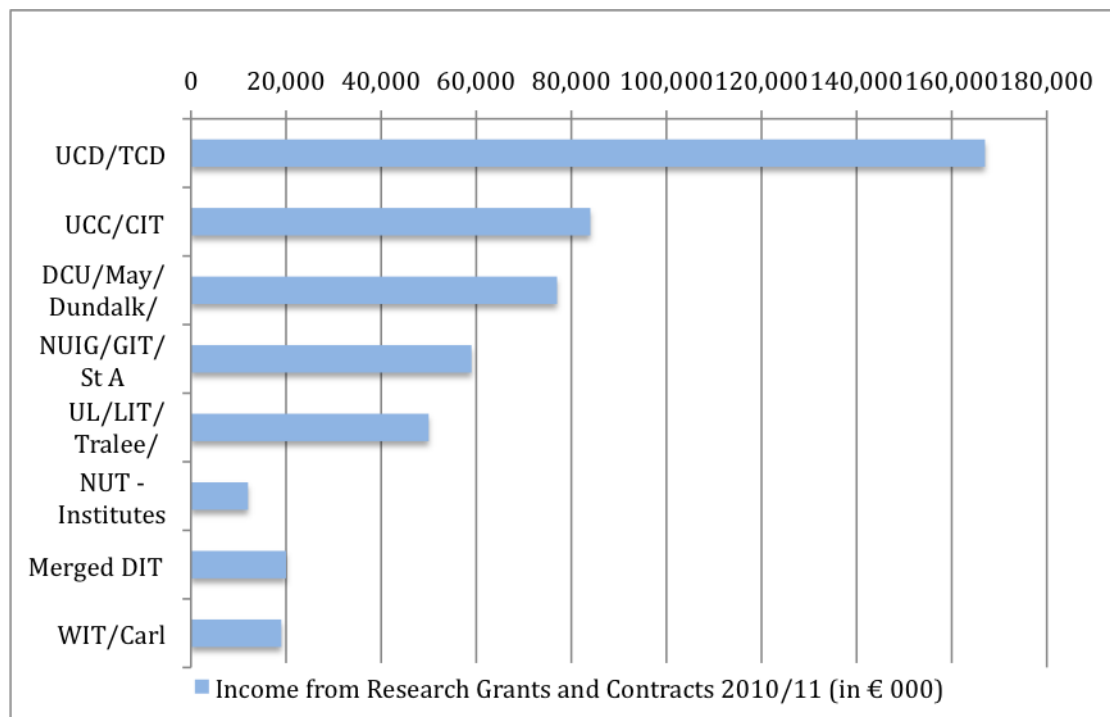
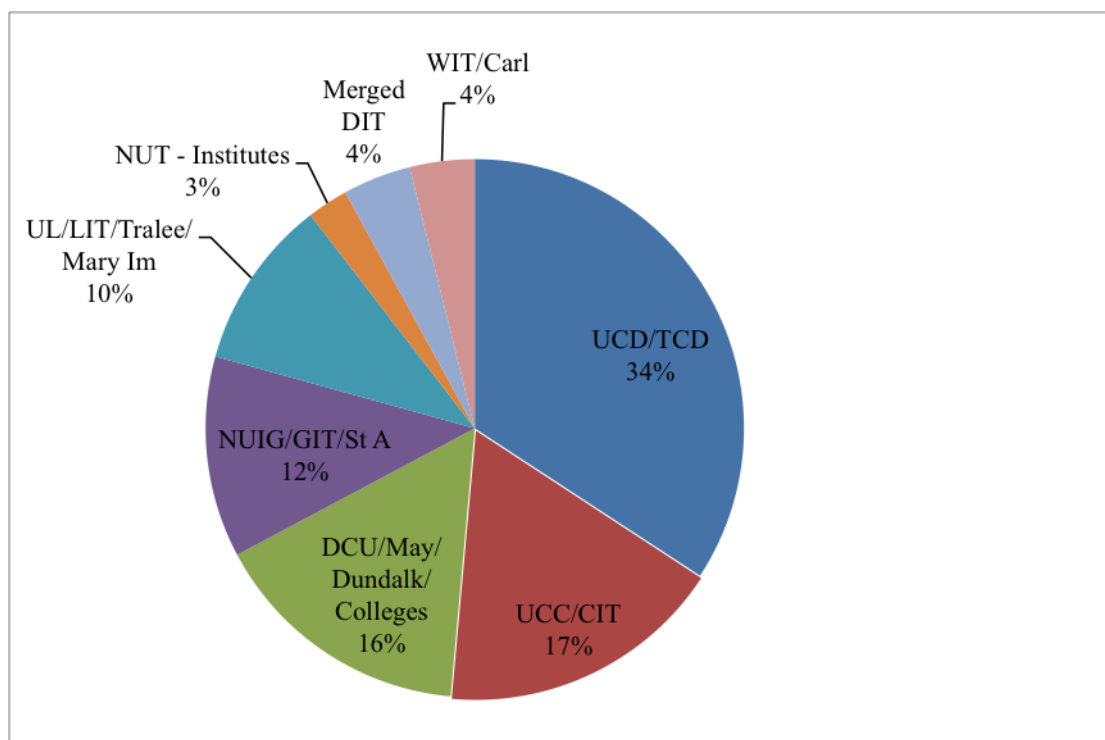
Table 6: Proposed Higher Education Institutions – Enrolments, 2010-2011**Table 7: Proposed Higher Education Institutions - Research Income, 2010-2011 (€000)**

Figure 1: Research Income Share, 2010-2011**Table 8: Proposed Higher Education Institutions – Students and Income, 2010-11**

Institution	Enrolments	Income (€ million)		NFQ levels
		Total	Research Component	
UCD/TCD	40,000	640	167	8-10
UCC/CIT	27,000	386	84	6-10
DCU/May/Colleges/Dund	27,000	313	77	6-10
NUIG/GIT/StA	29,000	352	59	6-10
UL/LIT/Tralee/Mary Im	23,000	286	50	6-10
National University of Tech:	48,800	501	46	6-10
– Dublin	22,700	251	20	6-10
– Waterford Carlow	12,900	122	19	6-10
– Athlone Institute	4,900	47	4	6-9
– Letterkenny Institute	3,000	35	1	6-9
– Sligo Institute	5,300	46	2	6-9

The profiles of the proposed new institutions can be found in **Appendix 3**.

IMPLEMENTATION

Because the Panel's work was occurring concurrently with the institutional responses to the Landscape Document and because that document did not envisage or encourage cross-sectoral solutions, it is very likely that the institutional responses will not address issues that are raised by the proposals in this Report.

If the HEA and the government decide to accept the proposals in this Report, or deem that an open consultation and discussion of the Report with the higher education community is worthwhile before proceeding, it is suggested that the Report be made available to institutions as soon as possible. To preserve the decision-making timetable for this process, it is suggested that the HEA organise a meeting of heads of institutions in mid-September to discuss the implications of the Report. The October series of consultations could then concentrate on providing institutions with an understanding of the processes that would be involved in implementing the proposals that emerge from this Report, the institutional responses and the subsequent consultations.

Successful mergers are dependent on having strong leadership and good communications to ensure that they are well managed and that the implementation process stays on course. In implementing the mergers, it is proposed that once the decision has been made to proceed, the relevant legislation should be enacted immediately to create the new institutions, including the governance arrangements proposed in the National Strategy. The new governing board for each new institution should be appointed as soon as the legislation is in place, with its first task to appoint a new President who will take responsibility for the implementation of the merger. This will ensure that those implementing the merger will be responsible for its ultimate success, including the creation of missions and the negotiations of contracts for which they will be accountable.

HIGHER EDUCATION AUTHORITY

The government should also move without delay to put in place the relevant legal instruments to give effect to the changed governance arrangements and the composition and powers of the HEA proposed in the National Strategy, including those implicit in the proposals in this Report. The government should also agree on and implement a new set of funding arrangements.

The Panel's proposals rely on strong and autonomous local planning and management and strong system planning, co-ordination and accountability measures. Assessing the performance of institutions against their agreed contracts and missions will be dependent on having accurate and timely data and a capacity for data analysis and well developed and relevant metrics. Reaching agreement on the contractual basis upon which institutions will receive funds to achieve their missions will require a sophisticated and professional group of HEA staff, with a combination of policy development, analysis and financial skills. The review of the Authority that is being undertaken should establish whether the Authority has the appropriate governance structure, complement of skills and systems as well as the number and types of staff that will enable it to perform its expanded role and functions.

A strong HEA will also be in a position to promote and encourage thematic clustering, networks and the sharing of expensive or common systems and facilities.

The relationships between the Quality Assurance Agency and the HEA will need to be strong and synergistic to avoid decisions by one body impacting adversely on those of the other. If it were possible to bring the two bodies together in one organisational structure their functions could be exercised more strategically and effectively.

APPENDIX 1 - INTERNATIONAL EXPERT PANEL: MEMBER PROFILES

Professor Frans Van Vught



Professor Frans van Vught is a high-level expert and advisor at the European Commission (EC). As a member of the EC president's Advisory Group he was involved in the conceptualisation of the European Institute of Technology (EIT). He recently chaired a high-level group analysing the relationships between the EU funding for research and the EU regional developments funds. Frans is president of the European Center for Strategic Management of Universities (Esmu), president of the Netherlands House for Education and Research (NHE), and a member of the board of the European Institute of Technology Foundation (EITF), all in Brussels.

He was president and Rector of the University of Twente, the Netherlands (1997 – 2005). In the Netherlands he has been a member of the national Innovation Platform, of the Socio-Economic Council and of the Education Council. He currently leads a national committee evaluating the 'profiles' of all Dutch higher education institutions. He has been a higher education researcher and published widely in this field. His international appointments include membership of the University Grants Committee of Hong Kong, of the board of the European University Association (EUA) (2005 – 2009), of the German 'Akkreditierungsrat' (2005 - 2009) and of the L.H. Martin Institute for Higher Education Leadership and Management in Australia.

Professor Van Vught is a sought-after international speaker and has been a consultant to many international organisations, national governments and higher education institutions. He is one of the leaders of the international U-Map and U-Multirank projects, supported by the European Commission. He is honorary professor at the University of Twente and holds several honorary doctorates. Some of his recent publications include: *Mapping the Higher Education Landscape*, Springer, 2009, *National Innovation and the Academic Research Enterprise* (with D.D. Dill), Johns Hopkins University Press, 2010, *Multidimensional Ranking*, (with F. Ziegele) Springer, 2012.

Professor Vin Massaro



Professor Massaro has held senior positions in universities and government, and as a consultant and adviser in Australia and internationally. He has also been Chairman and a member of several company boards and currently serves on the Board of Northern Health, one of Melbourne's major metropolitan hospital and health care networks.

Vin is currently Managing Director of Massaro Consulting, a company providing strategic advice on higher education policy, management and governance and on health workforce planning and training to organisations and government departments.

Vin's appointments have included Chief Executive of the Royal Australasian College of Surgeons; inaugural Chief Executive of the Victorian State Board of Education; Executive Dean of the School of International Development at Melbourne University Private; Director of Planning and Development of the Australian Vice-Chancellors' Committee, Director of Administration and Registrar of Flinders University and Registrar of Lincoln Institute of Health Sciences. He managed the first cross-binary merger in Australia, and was involved in several others both as a manager and as a consultant. He has also been a consultant on higher education to the OECD and was Editor of its Journal, *Higher Education Management and Policy*. He was Founding Editor of the *Journal of Higher Education Policy and Management*, and continues as a member of the Journal's Editorial Board.

Vin holds a Professorial Fellowship in the Australian Health Workforce Institute, a joint Institute of the Universities of Melbourne and Queensland, and is a Professorial Fellow in the LH Martin Institute for Higher Education Leadership and Management and the Centre for the Study of Higher Education at the University of Melbourne.

Ms Eva Egron-Polak



Eva Egron-Polak is Secretary-General of the International Association of Universities (IAU).

Eva was educated in the Czech Republic, Canada and France. Having studied French Literature, Political Science and International Political Economy, her post-graduate research focused on early stages of European Union policy in higher education. She has held various positions at the Association of Universities and Colleges of Canada (AUCC) prior

to becoming the Secretary General of IAU in 2002. Her last position at AUCC was as Vice-President, International.

As Secretary General of IAU, an independent, global association of universities and associations of higher education institutions based at UNESCO in Paris, Eva Egron-Polak has focused the organization's work on several of the pressing policy issues in higher education – internationalization, provision of equitable access to and success in higher education, the contribution of higher education to sustainable development, to Education for All and to the Millennium Development Goals, among others, with a continuing preoccupation with issues of ethics, academic values and higher education's responsibility to society.

She has worked to expand the Association's convening role, consolidating its research and advocacy capacity and its function as a clearing house of information on the systems and institutions of higher education around the world while providing members with new and useful services.

Eva is a member of many committees at UNESCO, the European Commission, OECD and others. She serves as a board member at Mykolas Romeris University in Lithuania and has recently been appointed to the Magna Charta Observatory Council. She has co-authored the 3rd Global Survey Report on Internationalisation of Higher

Education in 2010, written and presented numerous papers on a variety of higher education topics. With various agencies she has taken part in higher education reviews in Egypt and Spain.

Mr Michael Gallagher



Mr Michael Gallagher is Executive Director of the Group of Eight Universities in Australia. Prior to his appointment in May 2007 Michael was Director of Policy and Planning at The Australian National University. Michael was responsible for Commonwealth administration of higher education from 1990-1994 and again from 2000-2002. Between 1994 and 1996 he was head of the Department of Employment Education and Training Corporate Services. From 2002 to 2003 he was head of Australian Education International within the Department of Education, Science and Training.

Michael has a long history in the education industry, including as a teacher and lecturer at secondary and tertiary level and as a member of the Wran Committee on Higher Education Financing in 1987. Michael has worked overseas for the World Bank and also continues to undertake work for the OECD on higher education issues.

Professor Lauritz B. Holm-Nielsen



Professor Holm-Nielsen was appointed Rector of Aarhus University in 2005. He is the President of Euroscience, Vice President of EUA and Vice-Chairman of Universities Denmark (DU). In 2010 he was appointed to serve as a commissioner to the Prime Minister's Growth Forum and 2008 in the Danish Prime Minister's Africa Commission. He was co-Chairing the governments White Paper Commission on Danish Higher Education and Research. During his career he was rector of the Danish Research Academy and chairman of the Nordic University Association and Nordic Academy of Advanced Study. He has served as Chairman of the Danish Science Research Council, a number of other funding councils and as chairman of the Board of Trustees of several

international agricultural research organizations. Furthermore, he has been a member of several OECD expert review teams on higher education and innovation.

He started his career as an academic in the field of Botany, and was Dean of the Faculty of Science at Aarhus University from 1976 to 1979 – a position he left to take up a professorship in Ecuador. He has published a long series of research papers on tropical plants and ecology. Lauritz B. Holm-Nielsen has spent eighteen years working abroad, twelve of these at the World Bank, Washington DC, where he formulated strategies for higher education, training and research, and managed the

planning and implementation of higher education sector investments in a wide range of emerging economies – for example in Argentina, Brazil, Colombia, Chile, Mexico, Venezuela, Indonesia and Iran. During his career he has also published a number of papers on higher education, science and technology, innovation, and globalisation. His latest publications are concerned change processes in universities exemplified by the case of Aarhus University.

Mr John Randall



Mr John Randall is an independent, international consultant on quality assurance in higher, professional and vocational education. In the last decade he has undertaken assignments in more than 20 countries. These include acting as Technical Secretary for the Performance and Role-related Funding Scheme of the Hong Kong University Grants Committee in 2003-04 and 2010-11.

He was the founding Chief Executive of the Quality Assurance Agency for Higher Education in the United Kingdom, and is a former Director of Professional Standards at the Law Society of England and Wales, a former Chair of the Sector Skills Council Skills for Justice, and a former member of the National Council for Vocational Qualifications.

He is currently a Trustee of the City and Guilds of London Institute, Senior Research Fellow at the Legal Policy Institute of the College of Law, and holds a number of public appointments in the policing and justice fields.

APPENDIX 2 - INTERNATIONAL EXPERT PANEL: TERMS OF REFERENCE

The Panel is required to review the current configuration of the Irish higher education system and advise on an optimal configuration, having regard to the final output required from the overall Landscape process. Specifically the panel is asked to:

- Review current system configuration, the range and classification of missions and profiles of the institutions which comprise the system, their alliances and key external and inter-relationships, against the analytical report on projected future demand for higher education and taking account of international, national and regional factors.
- Review international trends and models in the configuration of coherent systems of higher education and identify best practice and risk factors.
- Advise on international trends in system configurations (i.e. binary, unitary systems and new forms of collaborations) that are highly relevant in an Irish context taking account of national policy set out in the National Strategy for Higher Education to 2030.
- Advise on the number, type and distribution of institutions, including any Technological Universities, required to meet regional and national demand and required to improve overall performance in accordance with the agreed policy position set out in the National Strategy which has been adopted by the Government.
- Identify the main criteria to be used in relation to the consolidation of institutions or undergraduate programmes of teaching and the distribution of centres of research.
- Identify the key opportunities for improvement in the performance of the Irish higher education system or in the performance of institutions through rationalisation or consolidation of specific existing institutions and/or significant programmes for the provision of undergraduate or postgraduate teaching and funded research.
- Advise on the configuration of regional clusters of collaborating institutions to address the agreed key objectives of providing pathways for access and progression.
- Report on an optimal configuration of the institutions that currently comprise the system and include in this configuration the number of new Technological Universities required and take account of other private or public institutions, which would enable the system to respond to the objectives of the national strategy, building on strengths and addressing key gaps or weaknesses in current provision, and responding to the demand profiles identified.

APPENDIX 3 – PROFILES OF THE PROPOSED NEW INSTITUTIONS

Trinity & University College Dublin & Marino Institute of Education Profile 2010/11									
STUDENT NUMBERS									
Entrants					Graduates				
	No.					No.	%		
New Entrants (Full-time Undergraduate)	7,275				Undergraduate Graduates	6,503	52%		
					Postgraduate Graduates	6,063	48%		
Enrolments									
		Full-time	Part-time	Total		Full-time	Part-time	Total	
Other Enrolments (IoTs only)	No.				Other Enrolments (IoTs only)	%			
Foundation	No.	0	0	0	Foundation	%	0%	0%	0%
FETAC Cert	No.	0	0	0	FETAC Cert	%	0%	0%	0%
FETAC Advanced Cert	No.	0	0	0	FETAC Advanced Cert	%	0%	0%	0%
of which are apprenticeships	No.	0	0	0	of which are apprenticeships	%	0%	0%	0%
Undergraduate	No.	26,590	1,928	28,518	Undergraduate	%	93%	7%	71%
Diploma/Cert	No.	231	1,171	1,402	Diploma/Cert	%	16%	84%	5%
Ordinary Degree (L7)	No.	0	0	0	Ordinary Degree (L7)	%	0%	0%	0%
Honours Degree (L8)	No.	25,849	502	26,351	Honours Degree (L8)	%	98%	2%	92%
Occasional	No.	510	255	765	Occasional	%	67%	33%	3%
Postgraduate	No.	7,976	3,924	11,900	Postgraduate	%	67%	33%	29%
Postgrad Diploma/Cert	No.	1,121	1,407	2,528	Postgrad Diploma/Cert	%	44%	56%	21%
Masters Taught (L9)	No.	3,159	1,837	4,996	Masters Taught (L9)	%	63%	37%	42%
Masters Research (L9)	No.	336	116	452	Masters Research (L9)	%	74%	26%	4%
PhD (L10)	No.	3,354	385	3,739	PhD (L10)	%	90%	10%	31%
Occasional	No.	6	179	185	Occasional	%	3%	97%	2%
Total Enrolments	No.	34,566	5,852	40,418	Total Enrolments	%	86%	14%	100%
Distance Education	No.			1	Distance Education	%			0.0%
E-Learning	No.			0	E-Learning	%			0.0%
In-Service Education	No.			217	In-Service Education	%			0.5%
Total Enrols incl. Flexible Learning	No.	34,566	5,852	40,636	Total Enrols incl. Flexible Learning	%	85%	14%	100%
Research & Taught	FTE			8,018	Research & Taught (L9/10)	% FTE L8 and All PG			22.2
Research (L9/10)	FTE			3,941	Research (L9/10)	% FTE L8 and All PG			10.9
Research (L10)	FTE			3,547	Research (L10)	% FTE L8 and All PG			9.8%
DISCIPLINARY MIX									
Full-time Undergraduate New Entrants					Full and Part-time PhDs				
	No.	%				No.	%		
General Programmes	239	3%			General Programmes	0	0%		
Education Science	43	1%			Education Science	119	3%		
Humanities & Arts	1,861	26%			Humanities & Arts	614	16%		
Social Science, Business & Law	1,685	24%			Social Science, Business & Law	593	16%		
Science	1,095	15%			Science	1,142	31%		
Engineering, Manufacturing & Construction	476	7%			Engineering, Manufacturing & Construction	360	10%		
Agriculture & Veterinary	399	6%			Agriculture & Veterinary	176	5%		
Health & Welfare	1,372	19%			Health & Welfare	735	20%		
Services	0	0%			Services	0	0%		
Combined	0	0%			Combined	0	0%		
Total	7,170	100%			Total	3,739	100%		

PARTICIPATION					
<i>(% of Total Enrolments incl. Flexible Learning)</i>	No.	%	<i>(% of New Entrants)</i>	No.	%
Flexible Learners (PT, Distance, E-Learning, In-Service)	6,070	15%	Mature Entrants (Full-time Undergraduate)	615	8%
Participants in Labour Market Activation (Springboard) <i>(% of National Participation)</i>	81	2%	Estimate: Entrants with Disability (EAS)	428	6%
Regional Intake <i>(% of Full-time Enrolments)</i>			Estimate: Entrants from Non-Manual, Semi- and Unskilled Socio-economic Backgrounds (EAS)	1,014	16%
from the institution's county		49%			
from the institution's county and bordering counties		64%			
INTERNATIONALISATION			TEACHING AND LEARNING		
<i>(% of Full-time Enrolments)</i>	No.	%	Non-Progression Rate from 1st to 2nd Year		%
EU	4,770	14%	Level 8		9%
Non-EU	1,910	40%	Level 7		N/A
	2,860	60%	Level 6		N/A
Erasmus Students Outgoing (excl. work placements)	576				
RESEARCH					
No. of PhD Graduates per 10 Academic Staff	1.9		PRTL Funding 2010 (in € 000)	12,428	
<i>(latest 5 year cumulative)</i>			FP7 Income 2007-2010 per Academic Staff	€32,153	
No. of Web of Science Documents per Academic	N/A		IRCHSS Funding 2010 per Academic Staff	€1,754	
Relative Citation Impact (World Average = 1)	N/A		SFI Funding 2010 per Academic Staff	€21,294	
			TSR Funding 2010 per Academic Staff	€0	
KNOWLEDGE TRANSFER					
<i>(2010/2011 cumulative)</i>	No.		<i>(2010/2011 cumulative)</i>	No.	%
Patent applications - Ireland only	29		Licence agreements (institution - private industry)	56	
Patent applications - all other areas except Ireland	109		Spin-out companies created	22	
Patents granted - Ireland only	1		<i>(FDR 2010)</i>		
Patents granted - all other areas except Ireland	19		Level 8 Graduates in Employment		N/A
			Level 9/10 Graduates in Employment		N/A
STAFF			FINANCIAL 2009/10 DATA		
	No.	%		€ 000	%
Core Staff	3,881	100%	Total Income	638,900	100%
Academic Staff	1,651	43%	State Grants	190,218	30%
Support staff	2,231	57%	Fees	240,823	38%
Contract Research & Specialist Staff	1,961	100%	Exchequer	108,168	17%
Academic Staff	1,243	63%	Non-Exchequer	132,655	21%
Support staff	718	37%	Research Grants & Contracts	166,793	26%
Total Staff	5,843	100%	Other Income	41,066	6%
Total Academic	2,894	50%	Total Expenditure	634,571	100%
Total Support	2,949	50%	Core - Pay	361,746	57%
Non-Academic/Academic Staff Ratio (Core)	1.4		Core - Non-Pay	108,594	17%
Student/Academic Staff Ratio (FTE/Core)	22.7		Research Grants & Contracts - Pay	74,411	12%
			Research Grants & Contracts - Non-Pay	89,820	14%
Staff Age Profile (Proportion of Staff aged...)		%	Exchequer/Non-Exchequer Fees Ratio	0.8	
20-39		45%	Pay/Non-Pay Expenditure Ratio (incl. Research)	2.2	
40-54		37%	Pay/Non-Pay Expenditure Ratio (excl. Research)	3.3	
55 and above		18%			
Staff Qualifications (Proportion of...)		%	SPACE		
Full-time Academic Staff with Masters or higher		93%			
Full-time Academic Staff with PhD qualification		76%			
All Academic Staff with Masters or higher		N/A			
All Academic Staff with PhD qualification		N/A			
				m ²	
			Net Space per FTE Student	N/A	
			Gross Space per FTE Student	N/A	

Dublin City University, NUI Maynooth, Dundalk IT, St Patrick's College, Drumcondra & Froebel College Profile 2010/11									
STUDENT NUMBERS									
Entrants					Graduates				
		No.					No.		%
New Entrants (Full-time Undergraduate)		5,732			Undergraduate Graduates		4,591		61%
					Postgraduate Graduates		2,932		39%
Enrolments									
		Full-time	Part-time	Total			Full-time	Part-time	Total
Other Enrolments (IoT only)	No.	27	811	838	Other Enrolments (IoT only)	%	3%	97%	100%
Foundation	No.	27	0	27	Foundation	%	100%	0%	3%
FETAC Cert	No.	0	0	0	FETAC Cert	%	0%	0%	0%
FETAC Advanced Cert	No.	0	811	811	FETAC Advanced Cert	%	0%	100%	97%
of which are apprenticeships	No.	0	811	811	of which are apprenticeships	%	0%	100%	97%
Undergraduate	No.	19,091	1,356	20,447	Undergraduate	%	93%	7%	78%
Diploma/Cert	No.	232	144	376	Diploma/Cert	%	62%	38%	2%
Ordinary Degree (L7)	No.	2,233	15	2,248	Ordinary Degree (L7)	%	99%	1%	11%
Honours Degree (L8)	No.	16,150	269	16,419	Honours Degree (L8)	%	98%	2%	80%
Occasional	No.	476	928	1,404	Occasional	%	34%	66%	7%
Postgraduate	No.	3,084	2,758	5,842	Postgraduate	%	53%	47%	22%
Postgrad									
Diploma/Cert	No.	577	881	1,458	Postgrad Diploma/Cert	%	40%	60%	25%
Masters Taught (L9)	No.	1,387	1,380	2,767	Masters Taught (L9)	%	50%	50%	47%
Masters Research	No.	146	47	193	Masters Research (L9)	%	76%	24%	3%
PhD (L10)	No.	952	289	1,241	PhD (L10)	%	77%	23%	21%
Occasional	No.	22	161	183	Occasional	%	12%	88%	3%
Total Enrolments	No.	22,175	4,114	26,289	Total Enrolments	%	84%	16%	100%
Distance Education	No.			787	Distance Education	%			2.9%
E-Learning	No.			6	E-Learning	%			0.0%
In-Service Education	No.			0	In-Service Education	%			0.0%
Total Enrols incl. Flexible Learning	No.	22,175	4,114	27,082	Total Enrols incl. Flexible Learning	%	82%	15%	100%
Research & Taught	FTE			3,337	Research & Taught	% FTE L8 and All PG			16.1%
Research (L9/10)	FTE			1,266	Research (L9/10)	% FTE L8 and All PG			6.1%
Research (L10)	FTE			1,097	Research (L10)	% FTE L8 and All PG			5.3%
DISCIPLINARY MIX									
Full-time Undergraduate New Entrants					Full and Part-time PhDs				
		No.		%			No.		%
General Programmes		0		0%	General Programmes		5		0%
Education Science		591		10%	Education Science		178		14%
Humanities & Arts		1,381		24%	Humanities & Arts		167		13%
Social Science, Business &		1,626		28%	Social Science, Business &		196		16%
Science		1,039		18%	Science		476		38%
Engineering, Manufacturing & Construction		365		6%	Engineering, Manufacturing & Construction		155		12%
Agriculture & Veterinary		67		1%	Agriculture & Veterinary		0		0%
Health & Welfare		552		10%	Health & Welfare		63		5%
Services		111		2%	Services		0		0%
Combined		0		0%	Combined		1		0%
Total		5,732		100%	Total		1,241		100%

PARTICIPATION					
<i>(% of Total Enrolments incl. Flexible Learning)</i>	No.	%	<i>(% of New Entrants)</i>	No.	%
Flexible Learners (PT, Distance, E-Learning, In-Service)	4,883	18%	Mature Entrants (Full-time Undergraduate)	884	15%
Participants in Labour Market Activation (Springboard) <i>(% of National Participation)</i>	292	7%	Estimate: Entrants with Disability (EAS)	277	5%
Regional Intake <i>(% of Full-time Enrolments)</i>			Estimate: Entrants from Non-Manual, Semi- and Unskilled Socio-economic Backgrounds (EAS)	1,214	22%
from the institution's county		36%			
from the institution's county and bordering counties		71%			
INTERNATIONALISATION			TEACHING AND LEARNING		
International Students (Full-time)	No.	%	Non-Progression Rate from 1st to 2nd Year		%
<i>(% of Full-time Enrolments)</i>	1,654	8%	Level 8		10%
EU	533	32%	Level 7		N/A
Non-EU	1,121	68%	Level 6		N/A
Erasmus Students Outgoing (excl. work placements)	190				
RESEARCH					
No. of PhD Graduates per 10 Academic Staff	1.1		PRTL Funding 2010 (in € 000)	8,129	
<i>(latest 5 year cumulative)</i>			FP7 Income 2007-2010 per Academic Staff	€12,461	
No. of Web of Science Documents per Academic	N/A		IRCHSS Funding 2010 per Academic Staff	€759	
Relative Citation Impact (World Average = 1)	N/A		SFI Funding 2010 per Academic Staff	€15,342	
			TSR Funding 2010 per Academic Staff	€66	
KNOWLEDGE TRANSFER					
<i>(2010/2011 cumulative)</i>	No.		<i>(2010/2011 cumulative)</i>	No.	%
Patent applications - Ireland only	12		Licence agreements (institution - private industry)	62	
Patent applications - all other areas except Ireland	25		Spin-out companies created	16	
Patents granted - Ireland only	4		<i>(FDR 2010)</i>		
Patents granted - all other areas except Ireland	10		Level 8 Graduates in Employment		N/A
			Level 9/10 Graduates in Employment		N/A
STAFF			FINANCIAL 2009/10 DATA		
	No.	%		€ 000	%
Core Staff	2,100	100%	Total Income	317,414	100%
Academic Staff	1,166	56%	State Grants	93,721	30%
Support staff	934	44%	Fees	125,987	40%
Contract Research & Specialist Staff	617	100%	Exchequer	66,654	21%
Academic Staff	433	70%	Non-Exchequer	59,333	19%
Support staff	184	30%	Research Grants & Contracts	76,917	24%
Total Staff	2,717	100%	Other Income	20,789	7%
Total Academic	1,599	59%	Total Expenditure	314,455	100%
Total Support	1,118	41%	Core - Pay	164,185	52%
Non-Academic/Academic Staff Ratio (Core)	0.8		Core - Non-Pay	73,210	23%
Student/Academic Staff Ratio (FTE/Core)	20.8		Research Grants & Contracts - Pay	48,364	15%
			Research Grants & Contracts - Non-Pay	28,696	9%
Staff Age Profile (Proportion of Staff aged...)		%	Exchequer/Non-Exchequer Fees Ratio	1.1	
20-39		39%	Pay/Non-Pay Expenditure Ratio (incl. Research)	2.1	
40-54		46%	Pay/Non-Pay Expenditure Ratio (excl. Research)	2.2	
55 and above		15%			
Staff Qualifications (Proportion of...)		%	SPACE		
Full-time Academic Staff with Masters or higher		N/A			
Full-time Academic Staff with PhD qualification		N/A			
All Academic Staff with Masters or higher		N/A			
All Academic Staff with PhD qualification		N/A			
				m ²	
			Net Space per FTE Student	N/A	
			Gross Space per FTE Student	N/A	

Limerick: University of Limerick, Limerick IT, IT Tralee, Tipperary Institute & Mary Immaculate College Profile 2010/11									
STUDENT NUMBERS									
Entrants					Graduates				
	No.					No.	%		
New Entrants (Full-time Undergraduate)	5,236				Undergraduate Graduates	5,483	77%		
					Postgraduate Graduates	1,635	23%		
Enrolments									
	No.	Full-time	Part-time	Total		%	Full-time	Part-time	Total
Other Enrolments (IoTs only)	No.	112	1,012	1,124	Other Enrolments (IoTs only)	%	10%	90%	100%
Foundation	No.	94	27	121	Foundation	%	78%	22%	11%
FETAC Cert	No.	1	40	41	FETAC Cert	%	2%	98%	4%
FETAC Advanced Cert of which are apprenticeships	No.	17	945	962	FETAC Advanced Cert of which are apprenticeships	%	2%	98%	86%
	No.	0	935	935		%	0%	100%	83%
Undergraduate	No.	18,030	1,801	19,831	Undergraduate	%	91%	9%	87%
Diploma/Cert	No.	1,262	365	1,627	Diploma/Cert	%	78%	22%	8%
Ordinary Degree (L7)	No.	2,046	365	2,411	Ordinary Degree (L7)	%	85%	15%	12%
Honours Degree (L8)	No.	14,722	377	15,099	Honours Degree (L8)	%	98%	2%	76%
Occasional	No.	0	694	694	Occasional	%	0%	100%	3%
Postgraduate	No.	2,204	758	2,962	Postgraduate	%	74%	26%	13%
Postgrad Diploma/Cert	No.	480	185	665	Postgrad Diploma/Cert	%	72%	28%	22%
Masters Taught (L9)	No.	857	378	1,235	Masters Taught (L9)	%	69%	31%	42%
Masters Research	No.	194	40	234	Masters Research (L9)	%	83%	17%	8%
PhD (L10)	No.	673	130	803	PhD (L10)	%	84%	16%	27%
Occasional	No.	0	25	25	Occasional	%	0%	100%	1%
Total Enrolments	No.	20,234	2,559	22,793	Total Enrolments	%	89%	11%	100%
Distance Education	No.			787	Distance Education	%			3.3%
E-Learning	No.			0	E-Learning	%			0.0%
In-Service Education	No.			0	In-Service Education	%			0.0%
Total Enrols incl. Flexible Learning	No.	20,234	2,559	23,580	Total Enrols incl. Flexible Learning	%	86%	11%	100%
Research & Taught	FTE			1,998	Research & Taught	% FTE L8 and All PG			11.4%
Research (L9/10)	FTE			952	Research (L9/10)	% FTE L8 and All PG			5.4%
Research (L10)	FTE			738	Research (L10)	% FTE L8 and All PG			4.2%
DISCIPLINARY MIX									
Full-time Undergraduate New Entrants					Full and Part-time PhDs				
	No.	%				No.	%		
General Programmes	167	3%			General Programmes	0	0%		
Education Science	593	11%			Education Science	94	12%		
Humanities & Arts	713	14%			Humanities & Arts	188	23%		
Social Science, Business & Science	1,117	21%			Social Science, Business & Science	141	18%		
Engineering, Manufacturing & Construction	883	17%			Engineering, Manufacturing & Construction	145	18%		
Agriculture & Veterinary	800	15%			Agriculture & Veterinary	168	21%		
Health & Welfare	62	1%			Health & Welfare	0	0%		
Services	598	11%			Services	10	1%		
Combined	303	6%			Services	57	7%		
	0	0%			Combined	0	0%		
Total	5,236	100%			Total	803	100		

PARTICIPATION					
<i>(% of Total Enrolments incl. Flexible Learning)</i>	No.	%	<i>(% of New Entrants)</i>	No.	%
Flexible Learners (PT, Distance, E-Learning, In-Service)	3,346	14%	Mature Entrants (Full-time Undergraduate)	928	18%
Participants in Labour Market Activation (Springboard) <i>(% of National Participation)</i>	142	3%	Estimate: Entrants with Disability (EAS)	290	6%
Regional Intake <i>(% of Full-time Enrolments)</i>			Estimate: Entrants from Non-Manual, Semi- and Unskilled Socio-economic Backgrounds (EAS)	1,130	22%
from the institution's county		34%			
from the institution's county and bordering counties		77%			
INTERNATIONALISATION			TEACHING AND LEARNING		
International Students (Full-time)	No.	%	Non-Progression Rate from 1st to 2nd Year		%
<i>(% of Full-time Enrolments)</i>	523	3%	Level 8		10%
EU	172	33%	Level 7		N/A
Non-EU	351	67%	Level 6		N/A
Erasmus Students Outgoing (excl. work placements)	326				
RESEARCH					
No. of PhD Graduates per 10 Academic Staff	0.7		PRTL Funding 2010 (in € 000)	5,375	
<i>(latest 5 year cumulative)</i>			FP7 Income 2007-2010 per Academic Staff	€7,855	
No. of Web of Science Documents per Academic	N/A		IRCHSS Funding 2010 per Academic Staff	€691	
Relative Citation Impact (World Average = 1)	N/A		SFI Funding 2010 per Academic Staff	€5,544	
			TSR Funding 2010 per Academic Staff	€62	
KNOWLEDGE TRANSFER					
<i>(2010/2011 cumulative)</i>	No.		<i>(2010/2011 cumulative)</i>	No.	%
Patent applications - Ireland only	8		Licence agreements (institution - private industry)	62	
Patent applications - all other areas except Ireland	26		Spin-out companies created	16	
Patents granted - Ireland only	4		<i>(FDR 2010)</i>		
Patents granted - all other areas except Ireland	10		Level 8 Graduates in Employment		N/A
			Level 9/10 Graduates in Employment		N/A
STAFF			FINANCIAL 2009/10 DATA		
	No.	%		€ 000	%
Core Staff	2,118	100%	Total Income	300,698	100%
Academic Staff	1,173	55%	State Grants	114,380	38%
Support staff	945	45%	Fees	106,965	36%
Contract Research & Specialist Staff	498	100%	Exchequer	59,946	20%
Academic Staff	311	62%	Non-Exchequer	47,019	16%
Support staff	188	38%	Research Grants & Contracts	51,394	17%
Total Staff	2,617	100%	Other Income	27,959	9%
Total Academic	1,483	57%	Total Expenditure	290,035	100%
Total Support	1,133	43%	Core - Pay	164,542	57%
Non-Academic/Academic Staff Ratio (Core)	0.8		Core - Non-Pay	74,144	26%
Student/Academic Staff Ratio (FTE/Core)	18.3		Research Grants & Contracts - Pay	25,594	9%
			Research Grants & Contracts - Non-Pay	25,755	9%
Staff Age Profile (Proportion of Staff aged...)		%	Exchequer/Non-Exchequer Fees Ratio	1.3	
20-39		37%	Pay/Non-Pay Expenditure Ratio (incl. Research)	1.9	
40-54		44%	Pay/Non-Pay Expenditure Ratio (excl. Research)	2.2	
55 and above		19%			
Staff Qualifications (Proportion of...)		%	SPACE		
Full-time Academic Staff with Masters or higher		N/A			
Full-time Academic Staff with PhD qualification		N/A			
All Academic Staff with Masters or higher		N/A			
All Academic Staff with PhD qualification		N/A			
				m ²	
			Net Space per FTE Student	N/A	
			Gross Space per FTE Student	N/A	

NUIG, GMT & St Angela's College of Education, Sligo Profile 2010/11									
STUDENT NUMBERS									
Entrants					Graduates				
	No.					No.	%		
New Entrants (Full-time Undergraduate)	5,032				Undergraduate Graduates	5,479	69%		
					Postgraduate Graduates	2,483	31%		
Enrolments									
		Full-time	Part-time	Total		Full-time	Part-time	Total	
Other Enrolments (IoTs only)	No.	121	343	464	Other Enrolments (IoTs only)	%	26%	74%	100%
Foundation	No.	94	0	94	Foundation	%	100%	0%	20%
FETAC Cert	No.	0	48	48	FETAC Cert	%	0%	100%	10%
FETAC Advanced Cert of which are apprenticeships	No.	27	295	322	FETAC Advanced Cert of which are apprenticeships	%	8%	92%	69%
	No.	0	294	294		%	0%	100%	63%
Undergraduate	No.	16,728	3,088	19,816	Undergraduate	%	84%	16%	83%
Diploma/Cert	No.	345	1,089	1,434	Diploma/Cert	%	24%	76%	7%
Ordinary Degree (L7)	No.	3,493	655	4,148	Ordinary Degree (L7)	%	84%	16%	21%
Honours Degree (L8)	No.	12,243	962	13,205	Honours Degree (L8)	%	93%	7%	67%
Occasional	No.	647	382	1,029	Occasional	%	63%	37%	5%
Postgraduate	No.	2,958	1,059	4,017	Postgraduate	%	74%	26%	17%
Postgrad Diploma/Cert	No.	732	483	1,215	Postgrad Diploma/Cert	%	60%	40%	30%
Masters Taught (L9)	No.	1,211	458	1,669	Masters Taught (L9)	%	73%	27%	42%
Masters Research	No.	103	28	131	Masters Research (L9)	%	79%	21%	3%
PhD (L10)	No.	883	83	966	PhD (L10)	%	91%	9%	24%
Occasional	No.	29	7	36	Occasional	%	81%	19%	1%
Total Enrolments	No.	19,686	4,147	23,833	Total Enrolments	%	83%	17%	100%
Distance Education	No.			69	Distance Education	%			0.3%
E-Learning	No.			0	E-Learning	%			0.0%
In-Service Education	No.			0	In-Service Education	%			0.0%
Total Enrols incl. Flexible Learning	No.	19,686	4,147	23,902	Total Enrols incl. Flexible Learning	%	82%	17%	100%
Research & Taught	FTE			2,482	Research & Taught	% FTE L8 and All PG			15.3%
Research (L9/10)	FTE			1,042	Research (L9/10)	% FTE L8 and All PG			6.4%
Research (L10)	FTE			925	Research (L10)	% FTE L8 and All PG			5.7%
DISCIPLINARY MIX									
Full-time Undergraduate New Entrants					Full and Part-time PhDs				
	No.	%				No.	%		
General Programmes	0	0%			General Programmes	2	0%		
Education Science	79	2%			Education Science	0	0%		
Humanities & Arts	1,361	27%			Humanities & Arts	180	19%		
Social Science, Business &	1,090	22%			Social Science, Business &	183	19%		
Science	872	17%			Science	286	30%		
Engineering, Manufacturing & Construction	704	14%			Engineering, Manufacturing & Construction	169	17%		
Agriculture & Veterinary	57	1%			Agriculture & Veterinary	0	0%		
Health & Welfare	407	8%			Health & Welfare	145	15%		
Services	462	9%			Services	1	0%		
Combined	0	0%			Combined	0	0%		
Total	5,032	100%			Total	966	100%		

PARTICIPATION							
(% of Total Enrolments incl. Flexible Learning)	No.	%	(% of New Entrants)	No.	%		
	Flexible Learners (PT, Distance, E-Learning, In-Service)	4,216		18%	Mature Entrants (Full-time Undergraduate)	870	17%
	Participants in Labour Market Activation (Springboard) (% of National Participation)	162		4%	Estimate: Entrants with Disability (EAS)	258	5%
	Regional Intake (% of Full-time Enrolments)						
from the institution's county		41%	Estimate: Entrants from Non-Manual, Semi- and Unskilled Socio-economic Backgrounds (EAS)	1,084	22%		
from the institution's county and bordering counties		75%					
INTERNATIONALISATION			TEACHING AND LEARNING				
International Students (Full-time)	No.	%	Non-Progression Rate from 1st to 2nd Year		%		
(% of Full-time Enrolments)	2,07	11%	Level 8		10%		
EU	667	32%	Level 7		N/A		
Non-EU	1,40	68%	Level 6		N/A		
Erasmus Students Outgoing (excl. work placements)	223						
RESEARCH							
No. of PhD Graduates per 10 Academic Staff	0.9		PRTL Funding 2010 (in € 000)	6,012			
(latest 5 year cumulative)			FP7 Income 2007-2010 per Academic Staff	€18,203			
No. of Web of Science Documents per Academic	N/A		IRCHSS Funding 2010 per Academic Staff	€804			
Relative Citation Impact (World Average = 1)	N/A		SFI Funding 2010 per Academic Staff	€12,291			
			TSR Funding 2010 per Academic Staff	€380			
KNOWLEDGE TRANSFER							
(2010/2011 cumulative)	No.		(2010/2011 cumulative)	No	%		
Patent applications - Ireland only	12		Licence agreements (institution - private industry)	21			
Patent applications - all other areas except Ireland	27		Spin-out companies created	11			
Patents granted - Ireland only	0		(FDR 2010)				
Patents granted - all other areas except Ireland	17		Level 8 Graduates in Employment		N/A		
			Level 9/10 Graduates in Employment		N/A		
STAFF			FINANCIAL 2009/10 DATA				
	No.	%		€ 000	%		
Core Staff	2,282	100%	Total Income	304,508	100%		
Academic Staff	1,140	50%	State Grants	102,658	34%		
Support staff	1,142	50%	Fees	114,825	38%		
Contract Research & Specialist Staff	478	100%	Exchequer	54,253	18%		
Academic Staff	425	89%	Non-Exchequer	60,572	20%		
Support staff	53	11%	Research Grants & Contracts	55,778	18%		
Total Staff	2,760	100%	Other Income	31,248	10%		
Total Academic	1,565	57%	Total Expenditure	299,926	100%		
Total Support	1,195	43%	Core - Pay	161,701	54%		
Non-Academic/Academic Staff Ratio (Core)	1.0		Core - Non-Pay	82,353	27%		
Student/Academic Staff Ratio (FTE/Core)	19.1		Research Grants & Contracts - Pay	29,383	10%		
			Research Grants & Contracts - Non-Pay	26,489	9%		
Staff Age Profile (Proportion of Staff aged...)		%	Exchequer/Non-Exchequer Fees Ratio	0.9			
20-39		41%	Pay/Non-Pay Expenditure Ratio (incl. Research)	1.8			
40-54		44%	Pay/Non-Pay Expenditure Ratio (excl. Research)	2.0			
55 and above		15%					
Staff Qualifications (Proportion of...)		%					
Full-time Academic Staff with Masters or higher		N/A					
Full-time Academic Staff with PhD qualification		N/A					
All Academic Staff with Masters or higher		N/A					
All Academic Staff with PhD qualification		N/A					

University College Cork & Cork IT Profile 2010/11									
STUDENT NUMBERS									
Entrants					Graduates				
	No.					No.	%		
New Entrants (Full-time Undergraduate)	5,562				Undergraduate Graduates	5,422	70%		
					Postgraduate Graduates	2,305	30%		
Enrolments									
	No.	Full-time	Part-time	Total		%	Full-time	Part-time	Total
Other Enrolments (IoTs only)	No.	21	1,878	1,899	Other Enrolments (IoTs only)	%	1%	99%	100%
Foundation	No.	0	0	0	Foundation	%	0%	0%	0%
FETAC Cert	No.	5	46	51	FETAC Cert	%	10%	90%	3%
FETAC Advanced Cert of which are apprenticeships	No.	16	1,832	1,848	FETAC Advanced Cert of which are apprenticeships	%	1%	99%	97%
	No.	0	1,832	1,832		%	0%	100%	96%
Undergraduate	No.	19,982	2,189	22,171	Undergraduate	%	90%	10%	84%
Diploma/Cert	No.	382	403	785	Diploma/Cert	%	49%	51%	4%
Ordinary Degree (L7)	No.	3,664	441	4,105	Ordinary Degree (L7)	%	89%	11%	19%
Honours Degree (L8)	No.	15,250	328	15,578	Honours Degree (L8)	%	98%	2%	70%
Occasional	No.	686	1,017	1,703	Occasional	%	40%	60%	8%
Postgraduate	No.	3,233	1,002	4,235	Postgraduate	%	76%	24%	16%
Postgrad Diploma/Cert	No.	555	401	956	Postgrad Diploma/Cert	%	58%	42%	23%
Masters Taught (L9)	No.	1,309	457	1,766	Masters Taught (L9)	%	74%	26%	42%
Masters Research	No.	202	59	261	Masters Research (L9)	%	77%	23%	6%
PhD (L10)	No.	1,111	76	1,187	PhD (L10)	%	94%	6%	28%
Occasional	No.	56	9	65	Occasional	%	86%	14%	2%
Total Enrolments	No.	23,215	3,191	26,406	Total Enrolments	%	88%	12%	100%
Distance Education	No.			149	Distance Education	%			0.6%
E-Learning	No.			0	E-Learning	%			0.0%
In-Service Education	No.			0	In-Service Education	%			0.0%
Total Enrols incl. Flexible Learning	No.	23,215	3,191	26,555	Total Enrols incl. Flexible Learning	%	87%	12%	100%
Research & Taught	FTE			2,918	Research & Taught	% FTE L8 and All PG			15.2%
Research (L9/10)	FTE			1,381	Research (L9/10)	% FTE L8 and All PG			7.2%
Research (L10)	FTE			1,149	Research (L10)	% FTE L8 and All PG			6.0%
DISCIPLINARY MIX									
Full-time Undergraduate New Entrants					Full and Part-time PhDs				
	No.	%				No.	%		
General Programmes	0	0%			General Programmes	0	0%		
Education Science	64	1%			Education Science	35	3%		
Humanities & Arts	1,257	23%			Humanities & Arts	205	17%		
Social Science, Business & Science	1,143	21%			Social Science, Business & Science	203	17%		
Engineering, Manufacturing & Construction	981	18%			Engineering, Manufacturing & Construction	440	37%		
Agriculture & Veterinary	587	11%			Agriculture & Veterinary	185	16%		
Health & Welfare	51	1%			Health & Welfare	0	0%		
Services	759	14%			Health & Welfare	119	10%		
Combined	242	4%			Services	0	0%		
Total	5,562	100%			Total	1,187	100		

PARTICIPATION					
<i>(% of Total Enrolments incl. Flexible Learning)</i>	No.	%	<i>(% of New Entrants)</i>	No.	%
Flexible Learners (PT, Distance, E-Learning, In-Service)	3,340	13%	Mature Entrants (Full-time Undergraduate)	558	10%
Participants in Labour Market Activation (Springboard) <i>(% of National Participation)</i>	209	5%	Estimate: Entrants with Disability (EAS)	314	6%
Regional Intake <i>(% of Full-time Enrolments)</i>			Estimate: Entrants from Non-Manual, Semi- and Unskilled Socio-economic Backgrounds (EAS)	995	21%
from the institution's county		65%			
from the institution's county and bordering counties		88%			
INTERNATIONALISATION			TEACHING AND LEARNING		
International Students (Full-time)	No.	%	Non-Progression Rate from 1st to 2nd Year		%
<i>(% of Full-time Enrolments)</i>	1,807	8%	Level 8		12%
EU	387	21%	Level 7		N/A
Non-EU	1,420	79%	Level 6		N/A
Erasmus Students Outgoing (excl. work)	192				
RESEARCH					
No. of PhD Graduates per 10 Academic Staff	0.9		PRTL Funding 2010 (in € 000)	12,665	
<i>(latest 5 year cumulative)</i>			FP7 Income 2007-2010 per Academic Staff	€22,242	
No. of Web of Science Documents per Academic	N/A		IRCHSS Funding 2010 per Academic Staff	€886	
Relative Citation Impact (World Average = 1)	N/A		SFI Funding 2010 per Academic Staff	€9,367	
			TSR Funding 2010 per Academic Staff	€292	
KNOWLEDGE TRANSFER					
<i>(2010/2011 cumulative)</i>	No.		<i>(2010/2011 cumulative)</i>	No	%
Patent applications - Ireland only	7		Licence agreements (institution - private industry)	35	
Patent applications - all other areas except Ireland	40		Spin-out companies created	6	
Patents granted - Ireland only	4		<i>(FDR 2010)</i>		
Patents granted - all other areas except Ireland	11		Level 8 Graduates in Employment		N/A
			Level 9/10 Graduates in Employment		N/A
STAFF			FINANCIAL 2009/10 DATA		
	No.	%		€ 000	%
Core Staff	2,578	100%	Total Income	385,494	100%
Academic Staff	1,279	50%	State Grants	127,038	33%
Support staff	1,299	50%	Fees	130,521	34%
Contract Research & Specialist Staff	892	100%	Exchequer	65,947	17%
Academic Staff	522	59%	Non-Exchequer	64,574	17%
Support staff	370	41%	Research Grants & Contracts	84,265	22%
Total Staff	3,470	100%	Other Income	43,670	11%
Total Academic	1,801	52%	Total Expenditure	381,401	100%
Total Support	1,669	48%	Core - Pay	209,618	55%
Non-Academic/Academic Staff Ratio (Core)	1.0		Core - Non-Pay	87,294	23%
Student/Academic Staff Ratio (FTE/Core)	19.4		Research Grants & Contracts - Pay	56,222	15%
			Research Grants & Contracts - Non-Pay	28,267	7%
Staff Age Profile (Proportion of Staff aged...)		%	Exchequer/Non-Exchequer Fees Ratio	1.0	
20-39		34%	Pay/Non-Pay Expenditure Ratio (incl. Research)	2.3	
40-54		48%	Pay/Non-Pay Expenditure Ratio (excl. Research)	2.4	
55 and above		18%			
Staff Qualifications (Proportion of...)		%	SPACE		
Full-time Academic Staff with Masters or higher		90%			
Full-time Academic Staff with PhD qualification		47%			
All Academic Staff with Masters or higher		89%			
All Academic Staff with PhD qualification		43%			
				m ²	
			Net Space per FTE Student	N/A	
			Gross Space per FTE Student	N/A	

National TU: DIT, ITTALL, ITB, WIT, ITC, ITS, AIT, LYIT Profile 2010/11									
STUDENT NUMBERS									
Entrants					Graduates				
	No.					No.	%		
New Entrants (Full-time Undergraduate)	10,951				Undergraduate Graduates	11,433	86%		
					Postgraduate Graduates	1,846	14%		
Enrolments									
	No.	Full-time	Part-time	Total		%	Full-time	Part-time	Total
Other Enrolments (IoTs only)	No.	378	5,359	5,737	Other Enrolments (IoTs only)	%	7%	93%	100%
Foundation	No.	348	27	375	Foundation	%	93%	7%	7%
FETAC Cert	No.	0	25	25	FETAC Cert	%	0%	100%	0%
FETAC Advanced	No.	30	5,307	5,337	FETAC Advanced Cert	%	1%	99%	93%
of which are apprenticeships	No.	0	4,965	4,965	of which are apprenticeships	%	0%	100%	87%
Undergraduate	No.	34,542	8,338	42,880	Undergraduate	%	81%	19%	91%
Diploma/Cert	No.	4,153	1,930	6,083	Diploma/Cert	%	68%	32%	14%
Ordinary Degree	No.	11,537	2,106	13,643	Ordinary Degree (L7)	%	85%	15%	32%
Honours Degree	No.	18,617	2,294	20,911	Honours Degree (L8)	%	89%	11%	49%
Occasional	No.	235	2,008	2,243	Occasional	%	10%	90%	5%
Postgraduate	No.	1,985	2,261	4,246	Postgraduate	%	47%	53%	9%
Postgrad Diploma/Cert	No.	252	349	601	Postgrad Diploma/Cert	%	42%	58%	14%
Masters Taught	No.	1,055	1,429	2,484	Masters Taught (L9)	%	42%	58%	59%
Masters Research (L9)	No.	338	79	417	Masters Research (L9)	%	81%	19%	10%
PhD (L10)	No.	340	90	430	PhD (L10)	%	79%	21%	10%
Occasional	No.	0	314	314	Occasional	%	0%	100%	7%
Total Enrolments	No.	36,527	10,599	47,126	Total Enrolments	%	78%	22%	100%
Distance Education	No.			1,052	Distance Education	%			2.2%
E-Learning	No.			595	E-Learning	%			1.2%
In-Service	No.			37	In-Service Education	%			0.1%
Total Enrols incl. Flexible Learning	No.	36,527	10,599	48,810	Total Enrols incl. Flexible Learning	%	75%	22%	100%
Research & Taught	FTE			2,532	Research & Taught	% FTE L8 and All PG			11.1%
Research (L9/10)	FTE			763	Research (L9/10)	% FTE L8 and All PG			3.3%
Research (L10)	FTE			385	Research (L10)	% FTE L8 and All PG			1.7%
DISCIPLINARY MIX									
Full-time Undergraduate New Entrants					Full and Part-time PhDs				
	No.	%				No.	%		
General Programmes	52	0%			General Programmes	6	1%		
Education Science	39	0%			Education Science	1	0%		
Humanities & Arts	849	8%			Humanities & Arts	62	14%		
Social Science, Business &	2,986	27%			Social Science, Business &	86	20%		
Science	1,664	15%			Science	173	40%		
Engineering, Manufacturing & Construction	1,874	17%			Engineering, Manufacturing & Construction	88	20%		
Agriculture & Veterinary	217	2%			Agriculture & Veterinary	0	0%		
Health & Welfare	1,817	17%			Health & Welfare	3	1%		
Services	1,453	13%			Services	11	3%		
Combined	0	0%			Combined	0	0%		
Total	10,951	100%			Total	430	100		

PARTICIPATION					
<i>(% of Total Enrolments incl. Flexible Learning)</i>	No.	%	<i>(% of New Entrants)</i>	No.	%
Flexible Learners (PT, Distance, E-Learning, In-Service)	12,283	25%	Mature Entrants (Full-time Undergraduate)	2,141	20%
Participants in Labour Market Activation (Springboard) <i>(% of National Participation)</i>	1,415	33%	Estimate: Entrants with Disability (EAS)	868	8%
Regional Intake <i>(% of Full-time Enrolments)</i> from the institution's county		48%	Estimate: Entrants from Non-Manual, Semi- and Unskilled Socio-economic Backgrounds (EAS)	2,709	25%
from the institution's county and bordering counties		79%			
INTERNATIONALISATION			TEACHING AND LEARNING		
International Students (Full-time) <i>(% of Full-time Enrolments)</i>	No.	%	Non-Progression Rate from 1st to 2nd Year		%
EU	833	2%	Level 8		16%
Non-EU	348	42%	Level 7		26%
	485	58%	Level 6		25%
Erasmus Students Outgoing (excl. work placements)	304				
RESEARCH					
No. of PhD Graduates per 10 Academic Staff	0.2		PRTL Funding 2010 (in € 000)	7,237	
<i>(latest 5 year cumulative)</i>			FP7 Income 2007-2010 per Academic Staff	€4,711	
No. of Web of Science Documents per Academic	N/A		IRCHSS Funding 2010 per Academic Staff	€108	
Relative Citation Impact (World Average = 1)	N/A		SFI Funding 2010 per Academic Staff	€1,107	
			TSR Funding 2010 per Academic Staff	€1,053	
KNOWLEDGE TRANSFER					
<i>(2010/2011 cumulative)</i>	No.		<i>(2010/2011 cumulative)</i>	No.	%
Patent applications - Ireland only	3		Licence agreements (institution - private industry)	34	
Patent applications - all other areas except Ireland	19		Spin-out companies created	10	
Patents granted - Ireland only	0		<i>(FDR 2010)</i>		
Patents granted - all other areas except Ireland	1		Level 8 Graduates in Employment		N/A
			Level 9/10 Graduates in Employment		N/A
STAFF			FINANCIAL 2009/10 DATA		
	No.	%		€ 000	%
Core Staff	4,461	100%	Total Income	500,998	100%
Academic Staff	2,708	61%	State Grants	233,589	47%
Support staff	1,753	39%	Fees	152,885	31%
Contract Research & Specialist Staff	527	100%	Exchequer	60,432	12%
Academic Staff	124	24%	Non-Exchequer	92,453	18%
Support staff	403	76%	Research Grants & Contracts	45,730	9%
Total Staff	4,988	100%	Other Income	68,794	14%
Total Academic	2,832	57%	Total Expenditure	476,255	100%
Total Support	2,156	43%	Core - Pay	319,189	67%
Non-Academic/Academic Staff Ratio (Core)	0.6		Core - Non-Pay	111,518	23%
Student/Academic Staff Ratio (FTE/Core)	15.4		Research Grants & Contracts - Pay	24,953	5%
			Research Grants & Contracts - Non-pay	20,595	4%
Staff Age Profile (Proportion of Staff aged...)		%	Exchequer/Non-Exchequer Fees Ratio	0.7	
20-39		30%	Pay/Non-Pay Expenditure Ratio (incl. Research)	2.6	
40-54		49%	Pay/Non-Pay Expenditure Ratio (excl. Research)	2.9	
55 and above		21%			
Staff Qualifications (Proportion of...)		%	SPACE		
Full-time Academic Staff with Masters or higher		83%			
Full-time Academic Staff with PhD qualification		26%	Net Space per FTE Student	m ²	N/A
All Academic Staff with Masters or higher		N/A	Gross Space per FTE Student		N/A
All Academic Staff with PhD qualification		N/A			

The Dublin Institutes – DIT, Tallaght, Blanchardstown Profile 2010/11									
STUDENT NUMBERS									
Entrants					Graduates				
	No.					No.	%		
New Entrants (Full-time Undergraduate)	4,698				Undergraduate Graduates	4,422	80%		
					Postgraduate Graduates	1,074	20%		
Enrolments									
	No.	Full-time	Part-time	Total		%	Full-time	Part-time	Total
Other Enrolments (IoT only)	No.	31	3,269	3,300	Other Enrolments (IoT only)	%	1%	99%	100%
Foundation	No.	31	0	31	Foundation	%	100%	0%	1%
FETAC Cert	No.	0	0	0	FETAC Cert	%	0%	0%	0%
FETAC Advanced Cert	No.	0	3,269	3,269	FETAC Advanced Cert	%	0%	100%	99%
of which are apprenticeships	No.	0	3,039	3,039	of which are apprenticeships	%	0%	100%	92%
Undergraduate	No.	15,264	4,151	19,415	Undergraduate	%	79%	21%	88%
Diploma/Cert	No.	1,340	688	2,028	Diploma/Cert	%	66%	34%	10%
Ordinary Degree (L7)	No.	4,070	1,252	5,322	Ordinary Degree (L7)	%	76%	24%	27%
Honours Degree (L8)	No.	9,706	1,040	10,746	Honours Degree (L8)	%	90%	10%	55%
Occasional	No.	148	1,171	1,319	Occasional	%	11%	89%	7%
Postgraduate	No.	1,199	1,373	2,572	Postgraduate	%	47%	53%	12%
Postgrad Diploma/Cert	No.	144	197	341	Postgrad Diploma/Cert	%	42%	58%	13%
Masters Taught (L9)	No.	674	981	1,655	Masters Taught (L9)	%	41%	59%	64%
Masters Research	No.	111	53	164	Masters Research (L9)	%	68%	32%	6%
PhD (L10)	No.	270	72	342	PhD (L10)	%	79%	21%	13%
Occasional	No.	0	70	70	Occasional	%	0%	100%	3%
Total Enrolments	No.	16,463	5,524	21,987	Total Enrolments	%	75%	25%	100%
Distance Education	No.			637	Distance Education	%			2.8%
E-Learning	No.			80	E-Learning	%			0.4%
In-Service Education	No.			34	In-Service Education	%			0.1%
Total Enrols incl. Flexible Learning	No.	16,463	5,524	22,738	Total Enrols incl. Flexible Learning	%	72%	24%	100%
Research & Taught	FTE			1,608	Research & Taught	% FTE L8 and All PG			13.3%
Research (L9/10)	FTE			444	Research (L9/10)	% FTE L8 and All PG			3.7%
Research (L10)	FTE			306	Research (L10)	% FTE L8 and All PG			2.5%
DISCIPLINARY MIX									
Full-time Undergraduate New Entrants					Full and Part-time PhDs				
	No.	%				No.	%		
General Programmes	46	1%			General Programmes	6	2%		
Education Science	39	1%			Education Science	0	0%		
Humanities & Arts	342	7%			Humanities & Arts	57	17%		
Social Science, Business & Science	1,385	29%			Social Science, Business & Science	63	18%		
Engineering, Manufacturing & Construction	727	15%			Engineering, Manufacturing & Construction	130	38%		
Agriculture & Veterinary	1,018	22%			Agriculture & Veterinary	78	23%		
Health & Welfare	33	1%			Health & Welfare	0	0%		
Services	471	10%			Services	0	0%		
Combined	637	14%			Services	8	2%		
	0	0%			Combined	0	0%		
Total	4,698	100%			Total	342	100%		

PARTICIPATION					
<i>(% of Total Enrolments incl. Flexible Learning)</i>	No.	%	<i>(% of New Entrants)</i>	No.	%
Flexible Learners (PT, Distance, E-Learning, In-Service)	6,275	28%	Mature Entrants (Full-time Undergraduate)	761	16%
Participants in Labour Market Activation (Springboard) <i>(% of National Participation)</i>	826	19%	Estimate: Entrants with Disability (EAS)	406	9%
Regional Intake <i>(% of Full-time Enrolments)</i>			Estimate: Entrants from Non-Manual, Semi- and Unskilled Socio-economic Backgrounds (EAS)	1,133	24%
from the institution's county		62%			
from the institution's county and bordering counties		82%			
INTERNATIONALISATION			TEACHING AND LEARNING		
International Students (Full-time) <i>(% of Full-time Enrolments)</i>	No.	%	Non-Progression Rate from 1st to 2nd Year		%
EU	250	2%	Level 8		15%
Non-EU	59	24%	Level 7		28%
	191	76%	Level 6		23%
Erasmus Students Outgoing (excl. work placements)	246				
RESEARCH					
No. of PhD Graduates per 10 Academic Staff	0.3		PRTL Funding 2010 (in € 000)	4,273	
<i>(latest 5 year cumulative)</i>			FP7 Income 2007-2010 per Academic Staff	€1,830	
No. of Web of Science Documents per Academic	N/A		IRCHSS Funding 2010 per Academic Staff	€142	
Relative Citation Impact (World Average = 1)	N/A		SFI Funding 2010 per Academic Staff	€987	
			TSR Funding 2010 per Academic Staff	€906	
KNOWLEDGE TRANSFER					
<i>(2010/2011 cumulative)</i>	No.		<i>(2010/2011 cumulative)</i>	No.	%
Patent applications - Ireland only	0		Licence agreements (institution - private industry)	26	
Patent applications - all other areas except Ireland	9		Spin-out companies created	7	
Patents granted - Ireland only	0		<i>(FDR 2010)</i>		
Patents granted - all other areas except Ireland	0		Level 8 Graduates in Employment		N/A
			Level 9/10 Graduates in Employment		N/A
STAFF			FINANCIAL 2009/10 DATA		
	No.	%		€ 000	%
Core Staff	2,233	100%	Total Income	250,507	100%
Academic Staff	1,325	59%	State Grants	123,538	49%
Support staff	909	41%	Fees	71,303	28%
Contract Research & Specialist Staff	200	100%	Exchequer	25,780	10%
Academic Staff	39	19%	Non-Exchequer	45,523	18%
Support staff	161	81%	Research Grants & Contracts	20,072	8%
Total Staff	2,433	100%	Other Income	35,594	14%
Total Academic	1,363	56%	Total Expenditure	243,973	100%
Total Support	1,070	44%	Core - Pay	160,816	66%
Non-Academic/Academic Staff Ratio (Core)	0.7		Core - Non-Pay	62,749	26%
Student/Academic Staff Ratio (FTE/Core)	14.5		Research Grants & Contracts - Pay	9,627	4%
			Research Grants & Contracts - Non-Pay	10,781	4%
Staff Age Profile (Proportion of Staff aged...)		%	Exchequer/Non-Exchequer Fees Ratio	0.6	
20-39		30%	Pay/Non-Pay Expenditure Ratio (incl. Research)	2.3	
40-54		47%	Pay/Non-Pay Expenditure Ratio (excl. Research)	2.6	
55 and above		22%			
Staff Qualifications (Proportion of...)		%	SPACE		
Full-time Academic Staff with Masters or higher		82%			
Full-time Academic Staff with PhD qualification		29%			
All Academic Staff with Masters or higher		N/A	Net Space per FTE Student	m ²	
All Academic Staff with PhD qualification		N/A	Gross Space per FTE Student	N/A	

Waterford & Carlow ITs Profile 2010/11									
STUDENT NUMBERS									
Entrants					Graduates				
	No.					No.	%		
New Entrants (Full-time Undergraduate)	3,150				Undergraduate Graduates	3,111	86%		
					Postgraduate Graduates	514	14%		
Enrolments									
	No.	Full-time	Part-time	Total		%	Full-time	Part-time	Total
Other Enrolments (IoTs only)	No.	115	673	788	Other Enrolments (IoTs only)	%	15%	85%	100%
Foundation	No.	115	0	115	Foundation	%	100%	0%	15%
FETAC Cert	No.	0	0	0	FETAC Cert	%	0%	0%	0%
FETAC Advanced Cert	No.	0	673	673	FETAC Advanced Cert	%	0%	100%	85%
of which are apprenticeships	No.	0	612	612	of which are apprenticeships	%	0%	100%	78%
Undergraduate	No.	9,488	2,496	11,984	Undergraduate	%	79%	21%	93%
Diploma/Cert	No.	1,237	698	1,935	Diploma/Cert	%	64%	36%	16%
Ordinary Degree (L7)	No.	2,664	314	2,978	Ordinary Degree (L7)	%	89%	11%	25%
Honours Degree (L8)	No.	5,563	1,039	6,602	Honours Degree (L8)	%	84%	16%	55%
Occasional	No.	24	445	469	Occasional	%	5%	95%	4%
Postgraduate	No.	458	501	959	Postgraduate	%	48%	52%	7%
Postgrad Diploma/Cert	No.	39	104	143	Postgrad Diploma/Cert	%	27%	73%	15%
Masters Taught (L9)	No.	250	332	582	Masters Taught (L9)	%	43%	57%	61%
Masters Research (L9)	No.	119	22	141	Masters Research (L9)	%	84%	16%	15%
PhD (L10)	No.	50	17	67	PhD (L10)	%	75%	25%	7%
Occasional	No.	0	26	26	Occasional	%	0%	100%	3%
Total Enrolments	No.	9,946	2,997	12,943	Total Enrolments	%	77%	23%	100%
Distance Education	No.			0	Distance Education	%			0.0%
E-Learning	No.			0	E-Learning	%			0.0%
In-Service Education	No.			0	In-Service Education	%			0.0%
Total Enrols incl. Flexible Learning	No.	9,946	2,997	12,943	Total Enrols incl. Flexible Learning	%	77%	23%	100%
Research & Taught	FTE			605	Research & Taught	% FTE L8 and All PG			8.9%
Research (L9/10)	FTE			189	Research (L9/10)	% FTE L8 and All PG			2.8%
Research (L10)	FTE			59	Research (L10)	% FTE L8 and All PG			0.9%
DISCIPLINARY MIX									
Full-time Undergraduate New Entrants					Full and Part-time PhDs				
	No.	%				No.	%		
General Programmes	6	0%			General Programmes	0	0%		
Education Science	0	0%			Education Science	1	1%		
Humanities & Arts	254	8%			Humanities & Arts	5	7%		
Social Science, Business &	871	28%			Social Science, Business &	17	25%		
Science	438	14%			Science	31	46%		
Engineering, Manufacturing & Construction	432	14%			Engineering, Manufacturing & Construction	10	15%		
Agriculture & Veterinary	105	3%			Agriculture & Veterinary	0	0%		
Health & Welfare	790	25%			Health & Welfare	0	0%		
Services	254	8%			Services	3	4%		
Combined	0	0%			Combined	0	0%		
Total	3,150	100%			Total	67	100		

PARTICIPATION					
<i>(% of Total Enrolments incl. Flexible Learning)</i>	No.	%	<i>(% of New Entrants)</i>	No.	%
Flexible Learners (PT, Distance, E-Learning, In-Service)	2,997	23%	Mature Entrants (Full-time Undergraduate)	654	21%
Participants in Labour Market Activation (Springboard) <i>(% of National Participation)</i>	98	2%	Estimate: Entrants with Disability (EAS)	230	7%
Regional Intake <i>(% of Full-time Enrolments)</i>			Estimate: Entrants from Non-Manual, Semi- and Unskilled Socio-economic Backgrounds (EAS)	774	25%
from the institution's county		30%			
from the institution's county and bordering counties		80%			
INTERNATIONALISATION			TEACHING AND LEARNING		
<i>(% of Full-time Enrolments)</i>	No.	%	Non-Progression Rate from 1st to 2nd Year		%
EU	242	2%	Level 8		20%
Non-EU	56	23%	Level 7		24%
	186	77%	Level 6		27%
Erasmus Students Outgoing (excl. work placements)	41				
RESEARCH					
No. of PhD Graduates per 10 Academic Staff	0.1		PRTL Funding 2010 (in € 000)	2,963	
<i>(latest 5 year cumulative)</i>			FP7 Income 2007-2010 per Academic Staff	€14,542	
No. of Web of Science Documents per Academic	N/A		IRCHSS Funding 2010 per Academic Staff	€107	
Relative Citation Impact (World Average = 1)	N/A		SFI Funding 2010 per Academic Staff	€2,285	
			TSR Funding 2010 per Academic Staff	€1,416	
KNOWLEDGE TRANSFER					
<i>(2010/2011 cumulative)</i>	No.		<i>(2010/2011 cumulative)</i>	No.	%
Patent applications - Ireland only	1		Licence agreements (institution - private industry)	5	
Patent applications - all other areas except Ireland	5		Spin-out companies created	3	
Patents granted - Ireland only	0		<i>(FDR 2010)</i>		
Patents granted - all other areas except Ireland	0		Level 8 Graduates in Employment		N/A
			Level 9/10 Graduates in Employment		N/A
STAFF			FINANCIAL 2009/10 DATA		
	No.	%		€ 000	%
Core Staff	1,075	100%	Total Income	122,490	100%
Academic Staff	695	65%	State Grants	49,580	40%
Support staff	380	35%	Fees	38,998	32%
Contract Research & Specialist Staff	175	100%	Exchequer	17,400	14%
Academic Staff	39	22%	Non-Exchequer	21,598	18%
Support staff	136	78%	Research Grants & Contracts	18,954	15%
Total Staff	1,249	100%	Other Income	14,958	12%
Total Academic	734	59%	Total Expenditure	116,942	100%
Total Support	515	41%	Core - Pay	76,737	66%
Non-Academic/Academic Staff Ratio (Core)	0.5		Core - Non-Pay	21,698	19%
Student/Academic Staff Ratio (FTE/Core)	16.5		Research Grants & Contracts - Pay	10,927	9%
			Research Grants & Contracts - Non-Pay	7,580	6%
Staff Age Profile (Proportion of Staff aged...)		%	Exchequer/Non-Exchequer Fees Ratio	0.8	
20-39		34%	Pay/Non-Pay Expenditure Ratio (incl. Research)	3.0	
40-54		47%	Pay/Non-Pay Expenditure Ratio (excl. Research)	3.5	
55 and above		18%			
Staff Qualifications (Proportion of...)		%	SPACE		
Full-time Academic Staff with Masters or higher		84%			
Full-time Academic Staff with PhD qualification		24%	Net Space per FTE Student	m ²	
All Academic Staff with Masters or higher		82%	Gross Space per FTE Student	N/A	
All Academic Staff with PhD qualification		22%			

Athlone Institute of Technology Profile 2010/11									
STUDENT NUMBERS									
Entrants					Graduates				
	No.					No.	%		
New Entrants (Full-time Undergraduate)	1,149				Undergraduate Graduates	1,473	91%		
					Postgraduate Graduates	148	9%		
Enrolments									
		Full-time	Part-time	Total		Full-time	Part-time	Total	
Other Enrolments (IoT only)	No.	87	595	682	Other Enrolments (IoT only)	%	13%	87%	100%
Foundation	No.	73	0	73	Foundation	%	100%	0%	11%
FETAC Cert	No.	0	25	25	FETAC Cert	%	0%	100%	4%
FETAC Advanced Cert	No.	14	570	584	FETAC Advanced Cert	%	2%	98%	86%
of which are apprenticeships	No.	0	529	529	of which are apprenticeships	%	0%	100%	78%
Undergraduate	No.	3,541	898	4,439	Undergraduate	%	80%	20%	91%
Diploma/Cert	No.	1,104	220	1,324	Diploma/Cert	%	83%	17%	30%
Ordinary Degree (L7)	No.	1,042	253	1,295	Ordinary Degree (L7)	%	80%	20%	29%
Honours Degree (L8)	No.	1,332	88	1,420	Honours Degree (L8)	%	94%	6%	32%
Occasional	No.	63	337	400	Occasional	%	16%	84%	9%
Postgraduate	No.	154	292	446	Postgraduate	%	35%	65%	9%
Postgrad Diploma/Cert	No.	13	48	61	Postgrad Diploma/Cert	%	21%	79%	14%
Masters Taught (L9)	No.	94	63	157	Masters Taught (L9)	%	60%	40%	35%
Masters Research (L9)	No.	40	2	42	Masters Research (L9)	%	95%	5%	9%
PhD (L10)	No.	7	1	8	PhD (L10)	%	88%	13%	2%
Occasional	No.	0	178	178	Occasional	%	0%	100%	40%
Total Enrolments	No.	3,695	1,190	4,885	Total Enrolments	%	76%	24%	100%
Distance Education	No.			N/A	Distance Education	%			N/A
E-Learning	No.			N/A	E-Learning	%			N/A
In-Service Education	No.			N/A	In-Service Education	%			N/A
Total Enrols incl. Flexible Learning	No.	3,695	1,190	4,885	Total Enrols incl. Flexible Learning	%	76%	24%	100%
Research & Taught	FTE			174	Research & Taught	% FTE L8 and All PG			10.4%
Research (L9/10)	FTE			49	Research (L9/10)	% FTE L8 and All PG			2.9%
Research (L10)	FTE			8	Research (L10)	% FTE L8 and All PG			0.4%
DISCIPLINARY MIX									
Full-time Undergraduate New Entrants					Full and Part-time PhDs				
	No.	%				No.	%		
General Programmes	0	0%			General Programmes	0	0%		
Education Science	0	0%			Education Science	0	0%		
Humanities & Arts	87	8%			Humanities & Arts	0	0%		
Social Science, Business &	262	23%			Social Science, Business &	0	0%		
Science	139	12%			Science	8	100		
Engineering, Manufacturing & Construction	119	10%			Engineering, Manufacturing & Construction	0	0%		
Agriculture & Veterinary	42	4%			Agriculture & Veterinary	0	0%		
Health & Welfare	268	23%			Health & Welfare	0	0%		
Services	232	20%			Services	0	0%		
Combined	0	0%			Combined	0	0%		
Total	1,149	100			Total	8	100		

PARTICIPATION					
<i>(% of Total Enrolments incl. Flexible Learning)</i>	No.	%	<i>(% of New Entrants)</i>	No.	%
Flexible Learners (PT, Distance, E-Learning, In-Service)	1,190	24%	Mature Entrants (Full-time Undergraduate)	317	28%
Participants in Labour Market Activation (Springboard) <i>(% of National Participation)</i>	7	0%	Estimate: Entrants with Disability (EAS)	80	7%
Regional Intake <i>(% of Full-time Enrolments)</i> from the institution's county		34%	Estimate: Entrants from Non-Manual, Semi- and Unskilled Socio-economic Backgrounds (EAS)	286	27%
from the institution's county and bordering counties		62%			
INTERNATIONALISATION			TEACHING AND LEARNING		
International Students (Full-time) <i>(% of Full-time Enrolments)</i>	No.	%	Non-Progression Rate from 1st to 2nd Year		
EU	227	6%	Level 8		11%
Non-EU	155	68%	Level 7		26%
	72	32%	Level 6		24%
Erasmus Students Outgoing (excl. work placements)	0				
RESEARCH					
No. of PhD Graduates per 10 Academic Staff	0.2		PRTL Funding 2010 (in € 000)	0	
<i>(latest 5 year cumulative)</i>			FP7 Income 2007-2010 per Academic Staff	€0	
No. of Web of Science Documents per Academic Staff	N/A		IRCHSS Funding 2010 per Academic Staff	€0	
Relative Citation Impact (World Average = 1)	N/A		SFI Funding 2010 per Academic Staff	€0	
			TSR Funding 2010 per Academic Staff	€1,125	
KNOWLEDGE TRANSFER					
<i>(2010/2011 cumulative)</i>	No.		<i>(2010/2011 cumulative)</i>	No.	%
Patent applications - Ireland only	0		Licence agreements (institution - private industry)	1	
Patent applications - all other areas except Ireland	1		Spin-out companies created	0	
Patents granted - Ireland only	0		<i>(FDR 2010)</i>		
Patents granted - all other areas except Ireland	0		Level 8 Graduates in Employment		N/A
			Level 9/10 Graduates in Employment		N/A
STAFF			FINANCIAL 2009/10 DATA		
	No.	%		€ 000	%
Core Staff	423	100%	Total Income	47,39	100%
Academic Staff	248	59%	State Grants	22,17	47%
Support staff	175	41%	Fees	15,35	32%
Contract Research & Specialist Staff	86	100%	Exchequer	5,858	12%
Academic Staff	19	22%	Non-Exchequer	9,494	20%
Support staff	67	78%	Research Grants & Contracts	3,529	7%
Total Staff	509	100%	Other Income	6,336	13%
Total Academic	267	52%	Total Expenditure	43,94	100%
Total Support	242	48%	Core - Pay	29,97	68%
Non-Academic/Academic Staff Ratio (Core)	0.7		Core - Non-Pay	10,44	24%
Student/Academic Staff Ratio (FTE/Core)	17.3		Research Grants & Contracts - Pay	2,359	5%
			Research Grants & Contracts - Non-Pay	1,170	3%
Staff Age Profile (Proportion of Staff aged...)		%	Exchequer/Non-Exchequer Fees Ratio	0.6	
20-39		28%	Pay/Non-Pay Expenditure Ratio (incl. Research)	2.8	
40-54		54%	Pay/Non-Pay Expenditure Ratio (excl. Research)	2.9	
55 and above		18%			
Staff Qualifications (Proportion of...)		%	SPACE		
Full-time Academic Staff with Masters or higher		83%			
Full-time Academic Staff with PhD qualification		29%	Net Space per FTE Student	m ²	
All Academic Staff with Masters or higher		80%	Gross Space per FTE Student	5.5	
All Academic Staff with PhD qualification		29%		6.9	

Letterkenny Institute of Technology Profile 2010/11											
STUDENT NUMBERS											
Entrants					Graduates						
		No.					No.		%		
New Entrants (Full-time Undergraduate)		751			Undergraduate Graduates		720		96%		
					Postgraduate Graduates		29		4%		
Enrolments											
		Full-time	Part-time	Total			Full-time	Part-time	Total		
Other Enrolments (IoTs only)		No.	145	37	182	Other Enrolments (IoTs only)		%	80%	20%	100%
Foundation		No.	129	27	156	Foundation		%	83%	17%	86%
FETAC Cert		No.	0	0	0	FETAC Cert		%	0%	0%	0%
FETAC Advanced Cert		No.	16	10	26	FETAC Advanced Cert		%	62%	38%	14%
of which are apprenticeships		No.	0	0	0	of which are apprenticeships		%	0%	0%	0%
Undergraduate		No.	2,479	354	2,833	Undergraduate		%	88%	12%	95%
Diploma/Cert		No.	226	67	293	Diploma/Cert		%	77%	23%	10%
Ordinary Degree (L7)		No.	1,646	144	1,790	Ordinary Degree (L7)		%	92%	8%	63%
Honours Degree (L8)		No.	607	88	695	Honours Degree (L8)		%	87%	13%	25%
Occasional		No.	0	55	55	Occasional		%	0%	100%	2%
Postgraduate		No.	89	47	136	Postgraduate		%	65%	35%	5%
Postgrad Diploma/Cert		No.	43	0	43	Postgrad Diploma/Cert		%	100%	0%	32%
Masters Taught (L9)		No.	34	45	79	Masters Taught (L9)		%	43%	57%	58%
Masters Research (L9)		No.	12	2	14	Masters Research (L9)		%	86%	14%	10%
PhD (L10)		No.	0	0	0	PhD (L10)		%	0%	0%	0%
Occasional		No.	0	0	0	Occasional		%	0%	0%	0%
Total Enrolments		No.	2,568	401	2,969	Total Enrolments		%	86%	14%	100%
Distance Education		No.			N/A	Distance Education		%			N/A
E-Learning		No.			N/A	E-Learning		%			N/A
In-Service Education		No.			N/A	In-Service Education		%			N/A
Total Enrols incl. Flexible Learning		No.	2,568	401	2,969	Total Enrols incl. Flexible Learning		%	86%	14%	100%
Research & Taught		FTE			70	Research & Taught		% FTE L8 and All PG			9.1%
Research (L9/10)		FTE			13	Research (L9/10)		% FTE L8 and All PG			1.7%
Research (L10)		FTE			0	Research (L10)		% FTE L8 and All PG			0.0%
DISCIPLINARY MIX											
Full-time Undergraduate New Entrants					Full and Part-time PhDs						
		No.	%				No.	%			
General Programmes		0	0%		General Programmes		0	0%			
Education Science		0	0%		Education Science		0	0%			
Humanities & Arts		58	8%		Humanities & Arts		0	0%			
Social Science, Business & Science		203	27%		Social Science, Business & Science		0	0%			
Engineering, Manufacturing & Construction		166	22%		Engineering, Manufacturing & Construction		0	0%			
Agriculture & Veterinary		149	20%		Agriculture & Veterinary		0	0%			
Health & Welfare		16	2%		Health & Welfare		0	0%			
Services		92	12%		Services		0	0%			
Combined		67	9%		Combined		0	0%			
Total		0	0%		Total		0	0%			
		751	100				0	0%			

PARTICIPATION					
<i>(% of Total Enrolments incl. Flexible Learning)</i>	No.	%	<i>(% of New Entrants)</i>	No.	%
Flexible Learners (PT, Distance, E-Learning, In-Service)	401	14%	Mature Entrants (Full-time Undergraduate)	156	21%
Participants in Labour Market Activation (Springboard) <i>(% of National Participation)</i>	49	1%	Estimate: Entrants with Disability (EAS)	70	9%
Regional Intake <i>(% of Full-time Enrolments)</i>			Estimate: Entrants from Non-Manual, Semi- and Unskilled Socio-economic Backgrounds (EAS)	207	28%
from the institution's county		79%			
from the institution's county and bordering counties		84%			
INTERNATIONALISATION			TEACHING AND LEARNING		
International Students (Full-time) <i>(% of Full-time Enrolments)</i>	No.	%	Non-Progression Rate from 1st to 2nd Year		
EU	78	3%	Level 8		4%
Non-EU	53	68%	Level 7		25%
	25	32%	Level 6		19%
Erasmus Students Outgoing (excl. work placements)	9				
RESEARCH					
No. of PhD Graduates per 10 Academic Staff	0.0		PRTL1 Funding 2010 (in € 000)	0	
<i>(latest 5 year cumulative)</i>			FP7 Income 2007-2010 per Academic Staff	€746	
No. of Web of Science Documents per Academic	N/A		IRCHSS Funding 2010 per Academic Staff	€0	
Relative Citation Impact (World Average = 1)	N/A		SFI Funding 2010 per Academic	€0	
			TSR Funding 2010 per Academic Staff	€1,434	
KNOWLEDGE TRANSFER					
<i>(2010/2011 cumulative)</i>	No.		<i>(2010/2011 cumulative)</i>	No.	%
Patent applications - Ireland only	2		Licence agreements (institution - private industry)	0	
Patent applications - all other areas except	0		Spin-out companies created	0	
Patents granted - Ireland only	0		<i>(FDR 2010)</i>		
Patents granted - all other areas except Ireland	0		Level 8 Graduates in Employment		N/A
			Level 9/10 Graduates in Employment		N/A
STAFF			FINANCIAL 2009/10 DATA		
	No.	%		€ 000	%
Core Staff	311	100%	Total Income	35,033	100%
Academic Staff	179	57%	State Grants	18,715	53%
Support staff	132	43%	Fees	9,586	27%
Contract Research & Specialist Staff	25	100%	Exchequer	4,794	14%
Academic Staff	0	0%	Non-Exchequer	4,792	14%
Support staff	25	100%	Research Grants & Contracts	1,358	4%
Total Staff	335	100%	Other Income	5,374	15%
Total Academic	179	53%	Total Expenditure	32,069	100%
Total Support	157	47%	Core - Pay	23,011	72%
Non-Academic/Academic Staff Ratio (Core)	0.7		Core - Non-Pay	7,700	24%
Student/Academic Staff Ratio (FTE/Core)	15.5		Research Grants & Contracts - Pay	1,068	3%
			Research Grants & Contracts - Non-Pay	290	1%
Staff Age Profile (Proportion of Staff aged...)		%	Exchequer/Non-Exchequer Fees Ratio	1.0	
20-39		21%	Pay/Non-Pay Expenditure Ratio (incl. Research)	3.0	
40-54		59%	Pay/Non-Pay Expenditure Ratio (excl. Research)	3.0	
55 and above		20%			
Staff Qualifications (Proportion of...)		%	SPACE		
Full-time Academic Staff with Masters or higher qual.		85%			
Full-time Academic Staff with PhD qualification		16%			
All Academic Staff with Masters or higher qualification		83%			
All Academic Staff with PhD qualification		14%			
				m ²	
			Net Space per FTE Student	6.9	
			Gross Space per FTE Student	9.8	

Institute of Technology, Sligo Profile 2010/11									
STUDENT NUMBERS									
Entrants					Graduates				
	No.					No.	%		
New Entrants (Full-time Undergraduate)	1,203				Undergraduate Graduates	1,707	95%		
					Postgraduate Graduates	81	5%		
Enrolments									
	No.	Full-time	Part-time	Total		%	Full-time	Part-time	Total
Other Enrolments (IoT)	No.	0	785	785	Other Enrolments (IoT only)	%	0%	100%	100%
Foundation	No.	0	0	0	Foundation	%	0%	0%	0%
FETAC Cert	No.	0	0	0	FETAC Cert	%	0%	0%	0%
FETAC Advanced Cert	No.	0	785	785	FETAC Advanced Cert	%	0%	100%	100%
of which are apprenticeships	No.	0	785	785	of which are apprenticeships	%	0%	100%	100%
Undergraduate	No.	3,770	439	4,209	Undergraduate	%	90%	10%	97%
Diploma/Cert	No.	246	257	503	Diploma/Cert	%	49%	51%	12%
Ordinary Degree (L7)	No.	2,115	143	2,258	Ordinary Degree (L7)	%	94%	6%	54%
Honours Degree (L8)	No.	1,409	39	1,448	Honours Degree (L8)	%	97%	3%	34%
Occasional	No.	0	0	0	Occasional	%	0%	0%	0%
Postgraduate	No.	85	48	133	Postgraduate	%	64%	36%	3%
Postgrad Diploma/Cert	No.	13	0	13	Postgrad Diploma/Cert	%	100%	0%	10%
Masters Taught (L9)	No.	3	8	11	Masters Taught (L9)	%	27%	73%	8%
Masters Research (L9)	No.	56	0	56	Masters Research (L9)	%	100%	0%	42%
PhD (L10)	No.	13	0	13	PhD (L10)	%	100%	0%	10%
Occasional	No.	0	40	40	Occasional	%	0%	100%	30%
Total Enrolments	No.	3,855	487	4,342	Total Enrolments	%	89%	11%	100%
Distance Education	No.			415	Distance Education	%			7.9%
E-Learning	No.			515	E-Learning	%			9.8%
In-Service Education	No.			3	In-Service Education	%			0.1%
Total Enrols incl. Flexible Learning	No.	3,855	487	5,275	Total Enrols incl. Flexible Learning	%	73%	9%	100%
Research & Taught	FTE			76	Research & Taught	% FTE L8 and All PG			4.9%
Research (L9/10)	FTE			69	Research (L9/10)	% FTE L8 and All PG			4.5%
Research (L10)	FTE			13	Research (L10)	% FTE L8 and All PG			0.8%
DISCIPLINARY MIX									
Full-time Undergraduate New Entrants					Full and Part-time PhDs				
	No.	%				No.	%		
General Programmes	0	0%			General Programmes	0	0%		
Education Science	0	0%			Education Science	0	0%		
Humanities & Arts	108	9%			Humanities & Arts	0	0%		
Social Science, Business & Science	265	22%			Social Science, Business & Science	6	46%		
Engineering, Manufacturing & Construction	194	16%			Engineering, Manufacturing & Construction	4	31%		
Agriculture & Veterinary	156	13%			Agriculture & Veterinary	0	0%		
Health & Welfare	21	2%			Health & Welfare	0	0%		
Services	196	16%			Services	3	23%		
Combined	263	22%			Services	0	0%		
	0	0%			Combined	0	0%		
Total	1,203	100			Total	13	100		

PARTICIPATION					
<i>(% of Total Enrolments incl. Flexible Learning)</i>	No.	%	<i>(% of New Entrants)</i>	No.	%
Flexible Learners (PT, Distance, E-Learning, In-Service)	1,420	27%	Mature Entrants (Full-time Undergraduate)	253	21%
Participants in Labour Market Activation (Springboard) <i>(% of National Participation)</i>	207	5%	Estimate: Entrants with Disability (EAS)	82	7%
Regional Intake <i>(% of Full-time Enrolments)</i> from the institution's county		26%	Estimate: Entrants from Non-Manual, Semi- and Unskilled Socio-economic Backgrounds (EAS)	309	26%
from the institution's county and bordering counties		63%			
INTERNATIONALISATION			TEACHING AND LEARNING		
International Students (Full-time) <i>(% of Full-time Enrolments)</i>	No.	%	Non-Progression Rate from 1st to 2nd Year		%
EU	36	1%	Level 8		10%
Non-EU	25	69%	Level 7		24%
	11	31%	Level 6		38%
Erasmus Students Outgoing (excl. work placements)	8				
RESEARCH					
No. of PhD Graduates per 10 Academic Staff	0.1		PRTL Funding 2010 (in € 000)	0	
<i>(latest 5 year cumulative)</i>			FP7 Income 2007-2010 per Academic Staff	€141	
No. of Web of Science Documents per Academic	N/A		IRCHSS Funding 2010 per Academic Staff	€116	
Relative Citation Impact (World Average = 1)	N/A		SFI Funding 2010 per Academic	€384	
			TSR Funding 2010 per Academic Staff	€529	
KNOWLEDGE TRANSFER					
<i>(2010/2011 cumulative)</i>	No.		<i>(2010/2011 cumulative)</i>	No	%
Patent applications - Ireland only	0		Licence agreements (institution - private industry)	2	
Patent applications - all other areas except	4		Spin-out companies created	0	
Patents granted - Ireland only	0		<i>(FDR 2010)</i>		
Patents granted - all other areas except Ireland	1		Level 8 Graduates in Employment		N/A
			Level 9/10 Graduates in Employment		N/A
STAFF			FINANCIAL 2009/10 DATA		
	No.	%		€ 000	%
Core Staff	420	100%	Total Income	45,575	100%
Academic Staff	262	62%	State Grants	19,580	43%
Support staff	158	38%	Fees	17,646	39%
Contract Research & Specialist Staff	41	100%	Exchequer	6,600	14%
Academic Staff	27	66%	Non-Exchequer	11,046	24%
Support staff	14	34%	Research Grants & Contracts	1,817	4%
Total Staff	461	100%	Other Income	6,532	14%
Total Academic	289	63%	Total Expenditure	39,329	100%
Total Support	172	37%	Core - Pay	28,652	73%
Non-Academic/Academic Staff Ratio (Core)	0.6		Core - Non-Pay	8,931	23%
Student/Academic Staff Ratio (FTE/Core)	15.6		Research Grants & Contracts - Pay	972	2%
			Research Grants & Contracts - Non-Pay	774	2%
Staff Age Profile (Proportion of Staff aged...)		%	Exchequer/Non-Exchequer Fees Ratio	0.6	
20-39		29%	Pay/Non-Pay Expenditure Ratio (incl. Research)	3.1	
40-54		51%	Pay/Non-Pay Expenditure Ratio (excl. Research)	3.2	
55 and above		19%			
Staff Qualifications (Proportion of...)		%	SPACE		
Full-time Academic Staff with Masters or higher qual.		86%			
Full-time Academic Staff with PhD qualification		23%		m ²	
All Academic Staff with Masters or higher qualification		84%	Net Space per FTE Student	6.9	
All Academic Staff with PhD qualification		22%	Gross Space per FTE Student	10.0	